
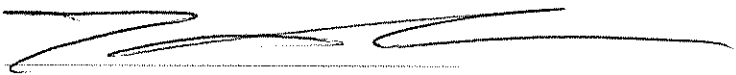



Attachment III

SIG GRANT--LEA Application
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Harper Woods School District	Applicant's Mailing Address: 20225 Beaconsfield Harper Woods MI 48225
LEA Contact for the School Improvement Grant Name: Michelle Schurman Position and Office: Business Manager Contact's Mailing Address: 20225 Beaconsfield Harper Woods MI 48225 Telephone: 313 245 3000 Fax: 313 839 1249 Email address: michelle.schurman@hwoods.k12.mi.us	
LEA School Superintendent/Director (Printed Name): 	Telephone: 313-245-3016
Signature of the LEA School Superintendent/Director: X 	Date: 2/25/11
LEA School LEA Board President (Printed Name): DAVID KIRN	Telephone: (313) 590-6347
Signature of the LEA Board President: X 	Date: 2/25/11
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

GRANT SUMMARY

Di District Name:
ISD/RESA Name:

District Code:
ISD Code:

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Harper Wood High School			<u>x</u>					<u>x</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.

The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CAN.)

Harper Woods High School has identified the transformational model as the model that best aligns with and is most appropriate for the school's capacity to significantly improve student achievement following the implementation of the components contained in this model. While we fully embrace our responsibility for significant improvement in student achievement, the presence of several recent positive indicators establishing the school's capacity of growth serve as the fundamental basis for the decision not to recommend the turn-around, closure or restart models. These positive indicators include:

- a significant increase in EACH content area other than math as measured by MME proficiency during the Spring of 2010 assessment.
- a significant decline in the percentage of students scoring level 4 on this same assessment in EACH content area measured.
- a low teacher absenteeism rate as evidence of the commitment to student achievement that is operational among the current staff.

We believe that these data reflect the capabilities and capacity of the staff to make the significant instructional reforms necessary to end the long-standing trend that existed prior to the 2010 MME of declining proficiency and an equally concerning trend of a high percentage of formerly proficient students who have declined in their proficiency throughout their high school years. In support of this belief, the application will reflect that the principles of teacher collaboration are emerging, that meaningful and well planned increased learning opportunities will be provided to students and that job embedded professional development will enable staff (both administrative and instructional) to perform at a higher level.

It is fundamentally and operationally understood by all staff that despite these few successful indicators, student achievement remains unacceptably low. Our commitment is to utilize the transformation model as the "fulcrum" to leverage our commitment as we strive to meet new heights of student achievement. We are collectively committed to better meeting the learning needs of our students, whether they have been enrolled with the district for the long term or the short term. Our commitment is to graduate competent, proficient students with clear plans as to their post-secondary and career goals.

In looking at our achievement data for the past several years, Harper Woods High School (HWHS) is challenged to provide instruction that meets the needs of all students. All subgroup performance falls far below state expectations with the exception of last year's performance of Caucasian students. They were the only group to show improvement in both reading and math.

While our aggregate scores for reading, as well as the performance of males and females improved, a closer examination of MEAP scores to MME scores shows those students that were previously proficient are losing proficiency. A longitudinal study reveals that students proficient in elementary and even middle school start losing ground once in the secondary environment. There has been a slight increase in MME proficiency of reading scores. Nevertheless, they remain significantly below (gap>10%) state averages. MME Math scores have decreased in recent years. Our math scores are significantly below the state average (gap >10%). In fact, our proficiency levels in math are less than 50% of state averages. The origins of this can be traced to the middle school, where in the fall of 2009 MEAP 78% of our 8th grade population declined or significantly declined in their proficiency. Math achievement in the district, particularly at the secondary schools, is at crisis level.

Also, while improvement has been made reducing the number of students in the bottom quartile, bringing the bottom up has had serious consequences by bringing the top down. Fewer students are scoring in Level 1.

While our school has reduced the number of students in the lowest quartile, it still needs to move all students toward proficiency and maintain proficiency in those that were previously proficient. Data reflects that the achievement gap continuously grows as students who were previously proficient as 8th graders continue to slip below proficiency despite improvements in the percentage of students scoring at proficient levels and reductions in the percentage of students scoring at level 4. The data indicates that instruction is catering to the low quartile students in an attempt to move them to proficiency, but a gap continuously grows as students who were previously proficient continue to slip below proficiency. Mathematics scores plunged for all subgroups, indicating the need to examine all aspects of our **math program** and implement immediate change. Our teachers need to learn how to **differentiate instruction and offer instruction that** allows all students to show progress and thrive. While our test scores confirm that HWHS has sufficient need, we recognize that we must get to root causes to truly reform teaching and learning. To that end, we will participate in a deeper, more comprehensive **diagnostic review** that will lead to a customized **theory of action** to direct deep and necessary **whole school reform**.

Group Academic Data Analysis Percent of Sub-group meeting State Proficiency Standards

Percent of Sub-group meeting State Proficiency Standards

2. D e s c r i b e h o w t h e	Group	Reading			Math		
		2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
	Social Economic Status (SES)	25	30.9	31.9	10	21.8	9.1
	Race/Ethnicity						
	African American	18	34.2	32.2	4	20.5	11.5
	Caucasian	79	47.4	75	62	21.3	33.3
	Migrant						
	Gender						
	Male	41	33.3	41.2	24	22.9	19.1
	Female	39	40.4	50	24	19.1	16
	Aggregate Scores	40	36.8	44.9	24	21.1	17.8
	State	62	59.9	65.2	46	49.3	50.3

LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has

selected.

Harper Woods is a small school district. A limited number of elementary schools feed the middle school/high school shared campus. The shared campus is led by a shared administrative team that consists of a newly appointed principal, with an expanded responsibility to oversee both the middle and high school, one Assistant Principal, a newly created Dean of Students, and a Director of Academic Accountability and Student Services. Two of the administrators have been at the school for several years and their expertise helps provide the context for the necessary improvement efforts. In addition, there are several teachers that are staff members at both the middle school and the high school. This provides a realistic opportunity for collaboration across the staffs as they plan for an aligned curriculum, instructional practices and a comprehensive behavior program. The ability to create a vertically aligned curriculum will assist teachers in grades 7 through 12 to have common academic expectations for students. The middle school teachers will also avail themselves of the opportunity to implement academic intervention programs for math and literacy to close the achievement gap at the middle school level. This will help the high school be more successful with the students as they move from the middle school to the high school. This culture of rigorous academic expectations should also reduce the current phenomenon of 'bright flight' as the schools continue to expand its commitment to helping all students learn to their full potential.

Academic skill improvement is a priority in our school transformation. Since skill recovery is a priority, we will utilize "At-Risk" funds to purchase and implement research proven programs to address our students' critical needs for remediation. In addition, at-risk funds will be utilized to explore ways to remediate early identification of students at risk of failure or dropping out. This may include, but is not limited to:

- The integration of a City Year (or like program) team within the high school. City Year partners with local schools to provide one-on-one or small group tutoring, assist teachers in classrooms, organize student councils and service clubs, lead recreational activities and art projects, and teach social issues curricula about community building, the environment, poverty and violence. This partnership with City Year will support our efforts in closing academic skill gaps and engage students in leadership positions in the school community.
- Assessment of all new students in reading and math to identify curricular gaps and create individual action plans to close those achievement gaps. These action plans will include the restructuring of classes, using curricular intervention programs, extended learning opportunities, and the advisory period.
- Assessment of all students that have not scored Proficient on the state assessment as well as those that have struggled academically in their math and English classes. We will use screeners and other diagnostic assessments to inform their placement into the most appropriate classes to provide the targeted skills that they need to be successful in the on-grade level curriculum.
- Assessment of all students on a regular basis in reading and math to identify curricular gaps and create individual action plans to close those achievement gaps. This will be accomplished through common planning, using this data to inform classroom instruction, extended learning opportunities, the advisory period, grouping and regrouping of students, and the formation of Learning Teams.
- The Learning Center will provide students tutoring and access to technology for intervention, enrichment, or an accelerated curriculum that will allow us to extend instruction. The Learning Center will be a mandated requirement for students requiring intensive intervention and an option for students showing proficiency meeting learning targets. HWHS will utilize 31A funds to staff the Learning Center from 7:00 AM until 6:00 PM daily. The focus of the Learning Center will be to identify students with academic needs and supplement those needs with individualized instruction and programming. HWHS will develop a Response to Intervention (RTI) model through the Learning Center to assist academic struggling students as well as aid in the identification of students that may need special education services. Staff will receive professional development during the academic year to fully implement the RTI model and increase the effectiveness of the Learning Center. The Learning Center will also serve as the operation center for all after school tutoring activities. Both certified staff and The City Year (or like program) corp members will be located in the learning center and utilize this space to extended learning programs.
- We will also utilize the Title 2D professional development funds to provide our teachers with the ongoing professional development that they will need to be successful in our school's transformation. Ongoing job-embedded professional

development that is supported through continual coaching from our instructional specialist and Achievement Advisor will be completely aligned with our implementation and monitoring plan.

Note: If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc*
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*
- A completed rubric (Attachment IV) scored by the Process Mentor team detailing specific areas of lack of capacity*

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final Requirements

The school and district is committed to a three year improvement effort in collaboration with our Pearson school design partner. The most important priority is to redesign the instructional program and focus on improved academic performance. This effort will involve resources from across the district to provide the support, resources, and professional development to make this a reality for Harper Woods. Once we have successfully closed the academic skill gap in our students, we need to continue our improvement efforts and demonstrate growth in achievement for our on grade level and advanced students. Once this climate of high expectations and performance is fully embedded in the organization, we will then turn our efforts to increasing the sense of community at our school through the creation of the small learning communities.

We have started to use several interventions to close our students' academic skill gaps. In addition to using Nova Net for credit recovery, the following interventions are currently in use:

CLASS A- CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise, INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. The system assists educators in developing pupil assessments aligned with state and national curriculum standards. The system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional

practice. As called for in Strand Five of the Michigan School Improvement Framework, CLASS A is designed for one primary purpose; to actively organize and connect data to increase student achievement.

Study Island- Study Island is a web-based instruction, practice, assessment and reporting Program built from the MI state's standards. The program is research based with proven results for all students. It is currently used in the computer lab, classroom, and at home.

Scantron Performance Series- Performance Series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students across a range of subjects that correspond with the specific standards of your state. This provides for more accurate student placement and diagnosis of instructional needs, including instructional adjustments and measurement of student gains across reporting periods. Scantron's assessment solution helps educators meet NCLB requirements and raise the level of student achievement through a unique combination of standards-based district wide assessment and computer-adaptive diagnostic testing that is content-neutral and a highly flexible testing product.

b. Select external providers from the state's list of preferred providers

Pearson shares our district belief that all students should have equal access to quality educational opportunities. We have selected Pearson as our external provider because Pearson's school design is regarded as one of the premier providers of professional development and school improvement for K-12 educators, working to support the development of high-quality standards-based instructional environments that produce improvements in student achievement. Based on research and extensive experience, the Pearson school design is built on a series of premises and aligns to Harper Woods beliefs:

- The belief that all students can learn is critical for the success of school improvement efforts. Pearson's approach is designed to help people at all levels of school systems clarify and change their expectations of students.
- The classroom is the locus of improvement in outcomes; the teacher really matters, and student engagement really matters. Pearson's focus on developing instructional practices that match the belief that all students can learn and practices that focus explicitly on building student engagement in learning so that students have the means and willingness to shoulder their share of responsibility for their achievement.
- Tools and techniques that embody the belief that all students can learn enable teachers to learn as they teach and administrators to learn as they provide supervision and support. Pearson will frame our professional development and technical assistance around tools and techniques that scaffold the development of teaching and learning and are based on the belief that all students can learn.

Pearson's model acknowledges, as we do, the critical role of teachers, and the school leaders and coaches who support them, in the improvement of educational outcomes for students as well as on the belief that the quality of teachers' skills and judgments is enhanced by continuing professional development throughout this partnership and beyond.

Harper Woods aligns with Pearson's theory of change for school turnaround focused on:

- Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; accordingly, we use modeling and coaching to provide scaffolded support to district leadership, school leadership, and teachers as they develop their roles.

This scaffolded support includes modeling of practices, where appropriate, as well as shoulder-to-shoulder coaching, co-planning activities, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. We regard processes such as debriefing activities and using transparent facilitation as important aspects of scaffolding. Pearson recognizes the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles.

This approach is reflected in the design of our professional development and, especially, in the way our field services teams provide onsite technical assistance and coaching. The scaffolds Pearson provides are designed to build capacity so that the people in the system can assume responsibility, independent of our support, for continuing improvement at the end of three

years. We are confident that Pearson will provide targeted technical assistance in leadership development, coaching, curriculum and assessment resource, planning, monitoring, and evaluation to help Harper Woods High School optimize opportunities for student learning and achievement.

c. Align other resources with the interventions

The district has already realigned administrative positions to support the Transformation model. All current administrative positions have been streamlined to focus resources on creating a community of learners across the entire Harper Woods community. In addition, the district will use Title 2A funds to fund the instructional coaches to provide ongoing support to teachers in the classroom.

Academic skill improvement is a priority in our school transformation. Since skill recovery is a priority, we will utilize "At-Risk" funds to purchase and implement research proven programs to address our students' critical needs for remediation. In addition, at-risk funds will be utilized to explore ways to remediate early identification of students at risk of failure or dropping out.

The Learning Center will provide students tutoring and access to technology for intervention, enrichment, or an accelerated curriculum that will allow us to extend instruction. The Learning Center will be a mandated requirement for students requiring intensive intervention and an option for students showing proficiency meeting learning targets. HWHS will utilize 31A funds to staff the Learning Center from 7:00 AM until 6:00 PM daily.

Our schools are in desperate need of updated curriculum materials. Our textbooks and novels are at least 10 years old at the high school. These materials are not aligned to the MME curriculum and are certainly not adequate to prepare our students and teachers for the upcoming implementation of the Common Core Standards. As we investigate curriculum options, we are committed to their alignment to the Common Core Standards, the MME curriculum and the need to include progress monitoring and formative assessment components, as well as tier interventions to help our struggling learners.

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

We are making progress in using data used to inform our teacher and administrative evaluation system. The district has initiated a "goal setting model" that is already being employed among administrative staff. The evaluation system will be aligned with the continuous growth model created by Charlotte Danielson with 7 performance strands. Multi-layered student achievement goals have been established and shared with the Board of Education. These goals are specifically target to (1) raise general proficiency percentages, (2) reduce the percentage of students who are identified on a year-to-year comparative basis as declining in proficiency and (3) increase the percentage of students who are scoring "Level 1" proficiency. There is a letter of agreement between Harper Woods Public Schools and MEA-NEA Local 1 in regard to evaluations. As an extension of this evaluation procedure, high performing teachers to be rewarded for their exceptional performance is a part of ongoing negotiations with the HWEA. The superintendent has sent the revised evaluation process to school board's Human Resources committee. The procedures are in place but no formal policy has yet been established.

The district took several steps in realigning areas of administrative support to respond to failing scores that demonstrate our commitment to significant school improvement. Leadership has been totally overhauled:

- *Todd R. Biederwolf was appointed superintendent in June of 2009.

- *A new position, Director of Academic Accountability and Student Services was created in August of 2010. Heather Blum was appointed to this position.

- *Thomas Parker was appointed Principal of Harper Woods High School in August of 2010.

- *Peter Newman was named Assistant Principal (grades 7-12) and Athletic Director.

- *A new position, Dean of Students, was created in September of 2010 and Maurice Bulls was appointed to this position.

This was an intentional restructuring of the administrative team for the high school and school district to focus on the critical work of improving student achievement and leading a school culture committed to excellence for all. The Director of Academic Accountability and Student Services focuses on curriculum and instructional supports for teachers, whereas the Dean of Students focuses on discipline and culture of the secondary campus. This allows the secondary principal to be an instructional leader.

e. Sustain the reforms after the funding period ends.

The Pearson school design model ensures that we build the capacity of our staff to truly transform our teaching and learning culture, through job-embedded professional development, intensive coaching, the establishment of model classrooms, implementation support along with monitoring and evaluation.

We know that effective change requires increased capacity across the organization. We know that building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; accordingly, we use modeling and coaching to provide scaffolded support to district leadership, school leadership, and teachers as they develop their roles. Consistent with this theory of change, each aspect of the implementation process and of the support Pearson School Design provides for implementation is designed to scaffold development of capacity for sustained improvement.

We understand the idea of scaffolding to include modeling of practices, where appropriate, as well as shoulder-to-shoulder coaching, co-planning activities, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. We regard processes such as debriefing activities and using transparent facilitation as important aspects of scaffolding. And we treat seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles.

This approach is reflected in the design of our professional development and, especially, in the way our field services teams provide onsite technical assistance and coaching.

We believe that our transformation plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Pearson's comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor, monthly principal cohort conversations and trainings, and webinars with remote team members to support leadership focus on the implementation plan.
- The Pearson School Design team will train, mentor and support Harper Woods educators to become effective Instructional Literacy and Math Coaches (IC). This training includes Coaching training, ongoing "at elbow" support from Instructional Advisors who "coach the coaches" to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training. The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school.
- We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.
- Improved committee structures, volunteer opportunities and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing

organization structures, commitments and daily practices that align with learning focused environment.

- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student. This commitment to collaboration will begin in the 2010-2011 school year with our increased time devoted to professional learning.
- In Years 2 and 3, Pearson School Design Team will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away. In addition, the principal will be able to confidently support this process because of his increased leadership capacity as a result of the ongoing professional learning opportunities received during the 2010-2011 school year.

The entire organization will be involved in our transformation efforts. Therefore, our partnership with Pearson will also include building capacity within the school board and within district leadership.

The first requirements for building school board capacity to oversee and implement the Pearson School Design partner activities is the provision of information and establishment of ongoing communication about the transformation process. This will begin with a formal presentation of the findings in the comprehensive Diagnostic Assessment and the subsequent development of the implementation and evaluation plan. The school board should participate in this process and have the opportunity to understand the implementation plan in detail.

As implementation proceeds, there are a variety of means through which the school board can be kept apprised of progress and participate directly in monitoring implementation. This includes:

- Periodic presentation by schools of their school portfolios which contains artifacts that provide evidence of implementation;
- Board visits to schools to meet with the principal and leadership team, visit classrooms, and discuss implementation progress.

Finally, reports of implementation evaluation are provided for the district and should be presented to the school board and the board should have the opportunity to discuss their contents and any proposed adjustments to further plans that have been made in light of data collected on implementation progress.

Building the capacity of the district Superintendent, Director of Academic Accountability and fiscal officers to oversee and implement the Pearson School Design activities is a primary part of the role of the Achievement Advisor (and other team members) is a key requirement. The capacity building process formally begins during the period of the comprehensive diagnostic review. It began informally with our (Pearson's) frequent visits to the district to gather preliminary information to commence our partnership. Engagement of key district staff in the diagnostic process is encouraged. In addition, the Achievement Advisor (and other team members) shares the findings of the Needs Assessment and the resulting Profile and Plan with the district superintendent and leadership to assist in achieving alignment and coherence of plan with the districts systems and operations, and to build commitment to the successful implementation of the school plan.

We work to maintain a high level of collaboration with the district superintendent and key district staff throughout the period of implementation. Each aspect of this collaboration is designed to build district capacity. Among specific areas for collaboration are the following.

- The Achievement Advisor (and other team members) meets regularly with the superintendent to discuss project implementation and problem solve issues as they arise, including issues relating to alignment of systems, operating flexibility, etc.
- The Achievement Advisor (and other team members) attends the superintendent's cabinet meetings periodically to engage in discussion of the goals of school transformation and facilitate discussion of issues arising in the implementation process.

- The Achievement Advisor (and other team members) and staff work directly with appropriate district staff on key aspects of implementation, including teacher and school leader effectiveness, extending learning time, providing operating flexibility, and building community involvement and engagement.
- The Achievement Advisor (and other team members) superintendent establish a regular process for visiting schools, together with key district staff, to meet with school leadership teams and participate in Focus Walks, guided by protocol, and for debriefing these school visits and identifying matters requiring further attention to support effective implementation at school and district level, and strategies for addressing them.
- Key district staff members are encouraged to attend professional development activities and to shadow field services staff as they conduct onsite technical assistance and coaching, in order to develop familiarity with the content and approaches being implemented.

Most superintendents assign responsibility for liaison on project management to a senior staff member. Depending on the size of the project, this may even be a dedicated role. We endeavor to work closely with the district liaison and to involve the liaison in every aspect of the project, ranging from attending school leadership team meetings to participating in Quality Reviews. We also meet regularly with the district liaison share reports, analyze progress data, and problem solve issues as they arise.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Action step	Person Responsible	Start Date	Success Metric
Letter of Agreement with HWEA regarding chosen reform model	T. Biederwolf HWEA	5/20/2011	Letter of Agreement indicating transformation model will be chosen for PLA school
Initial meeting with staff	P. Newman	8/5/2011	Staff understanding of PLA designation
Board/Community Presentation	T. Biederwolf	8/17/2011	Community Understanding of PLA Designation
Meet with Teacher's Union	T. Biederwolf T. Biederwolf/SIG		Letters of Agreement regarding negotiable items
Choose Model	Team		Transformation model selected New Principal with transformation experience
Replace Principal	T. Biederwolf	9/3/2011	
Develop SIG Team	T. Parker	10/8/2011	See SIG team listed below
Create staff input module	H. Blum	11/2/2011	Website used for staff feedback Pearson chosen as lead partner agency
Research Partners	T. Parker	11/9/2011	Achievement as a significant factor in evaluations
Letter of Agreement with HWEA	T. Biederwolf HWEA	11/15/2011	Seniority shall not apply at the high school while identified as PLA. Contractual or other work rules that may impeded implementation of the transformation model are inoperative

Submit Redesign Edits	SIG Team	12/15/2011	First draft of the Redesign Plan
Attend Sig/EA conference	SIG Team	1/12/2011	Four members of the team attended
Initial meeting with Pearson	T. Parker/H. Blum	1/10/2011	Framework for SIG was built
Presentation to Board/Community	T. Biederwolf	1/4/2011	Community understanding of steps taken thus far/ community feedback
Letter of Agreement with HWEA			Increase of instructional hours of three per week plus an additional hour of PD time
Final Redesign Plan Submission	T. Parker/H. Blum	1/25/2011	Completed Redesign Plan Approved
Initial Diagnostic with Pearson	T. Parker	1/10/2011	Meetings with teachers and students during visit
Completion of SIG first draft	SIG Team	2/10/2011	Draft revised by all members of SIG team
Alignment of ARRA Title I funds to support SIG	T. Parker	2/18/2011	\$179,000 aligned to meet identical goals of SIG plan. (summer school, City Year, PD, etc.)
SIG team Review and revise	T. Parker	2/18/2011	Revisions incorporated into final draft
Completion of final draft.	SIG Team	2/25/2011	Submission of Final Draft
Budget alignment to support redesign	T. Parker/T. Biederwolf	Ongoing	Budget for next school year will align with and support SIG/Redesign goals
Implementation of all action steps identified in comprehensive timeline attachment 1.	Harper Woods Leadership Team and Pearson partners.	Ongoing	Detailed evaluation plan will be created following the Diagnostic phase and the completion of the Theory of Action. Evaluation plan will provide for measureable indicators of success for milestones at least twice a year for each of the three years of the grant.
**SIG Team includes Todd Biederwolf, Superintendent Heather Blum Director of Academic Accountability Thomas Parker, Principal Peter Newman, Assistant Principal Lindsay Grange, Director of Special Services/Teacher Pat Schore Union President			

Chris Czochara,
Teacher
Richard Blauvelt,
Teacher
Sharla Krasun, Teacher

SEE DETAILED TIMELINE FOR PROFESSIONAL DEVELOPMENT, SERVICES, ACTIVITIES & DELIVERABLES IN ATTACHMENT 1. A detailed three year implementation and evaluation plan will be created as a part of the Diagnostic process that occurs during our pre-implementation activities.

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

TEST	READING PROFICIENCY				MATH			
	2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Grade 11 MME	55	65	75	85	30	42	55	70

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	55	65	75	85
Mathematics	30	42	55	70

Our annual goals are represented in raw achievement scores. Our goal is a 10% increase in reading score each year of the grant. In math, we expect interventions to provide a more substantial gain in student achievement. Our goals increase each year accordingly.

An additional goal not represented in the chart is to reduce the number of students who are level 4 in proficiency. The data listed below denotes the proficiency level 4 numbers in the school data last year. Our goal is to reverse this trend and reduce

the number of students who are scoring in level 4 by 10 percentage points in year one and 5 in subsequent years.

Changes in % of students at level 4 on the 2010 MME			
	2009 % at Level 4	2010 % at Level 4	Change
Reading	32	26	-6%
Writing	15	10	-5%
Math	68	64	-4%
Science	53	44	-9%
Social Studies	23	14	-9%
Totals	191	158	-33%

Note: MME aggregate proficiency in reading and math respectively was 45% and 18% on the spring 2010 administration of the test.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

N/A

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

N/A

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

Harper Woods High School has based out School improvement grant on the process of collaboration, including the involvement of parents, the community, and outside experts. As we developed the plan, the Leadership team at HWHS developed a School Improvement grant team consisting of teachers and administrators that worked with the union, board, community, parents, and all other stake holders to ensure that all voices were heard and perspectives considered in the development of this grant. HWHS held parents forums, teacher meetings, and created "wiki" websites to solicit ideas regarding the development of the School Improvement Grant. On four occasions "updates were presented at Board of Education meetings, allowing the school community to provide feedback in the development of the grant. The perspectives of parents were closely considered in development of this grant. It is our belief that the community and parents must have voice and buy-in for this school transformation to truly be successful.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

Rev. 8/06

AUTHORITY:
Grants Coordination and School Support
P.O. Box 30008, Lansing, Michigan 48909

Michigan Department of Education

--PAGE 1--

*Direct questions regarding this form to
(517) 373-1806.*

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET
APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Harper Woods School District	District Code 82320
	Address of District 20225 Beaconsfield	
	City and Zip Code Harper Woods MI 48225	Name of County Wayne
CONTACT PERSON	Name of Contact Person Michelle Schurman	Business Manager
	Telephone (Area Code) (313) 245 - 3000	
	Address 20225 Beaconsfield	City Harper Woods
	E-Mail Address Michelle.schurman@hwoods.k12.mi.us	Zip Code MI
	Facsimile (A.C./No.) (313) 839 - 1249	

GRANT FUNDS REQUESTED: \$ 3,978,683

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE 02/25/11
SUPERINTENDENT OR
AUTHORIZED OFFICIAL [Signature]
TYPED NAME/TITLE Todd Biedervolf, Superintendent SIGNATURE

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has

developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

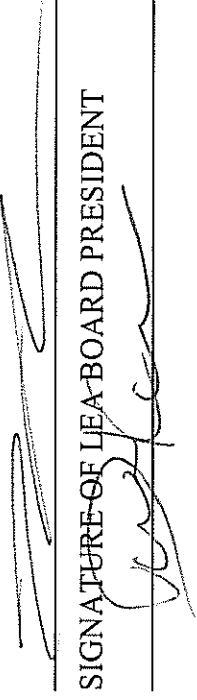
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

2/25/11

SIGNATURE OF LEA BOARD PRESIDENT



Date

2/25/2011

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See School Building application for example.)**

SCHOOL BUILDING

Legal Name of School Building Harper Woods High School	Building Code 01578	Name and Title of Authorized Representative Michelle Schurman	
Mailing Address (Street) 20225 Beaconsfield		Signature	
City Harper Woods	Zip Code MI	Telephone (Area Code/Local Number) (313) 245 - 3000	Date Signed (m/d/yyyy)
Name and Title of Contact Person Thomas Parker		Mailing Address (if different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.



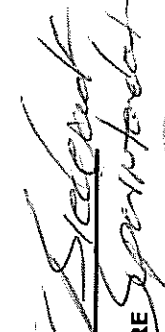
1. BUDGET SUMMARY FOR: Harper Woods High School

LEGAL NAME OF APPLICANT: Harper Woods High School				District Code 82320	
MDE USE ONLY		Grant No.	Project No.	Project Type	Ending Date
					FY of Approved Activity 2009

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECTS:					CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
		SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS				
110	Instruction -- Basic Programs	720000	201600		150000				1071600
120	Instruction -- Added Needs	451800	126504						578304
210	Pupil Support Services								
211	Truancy/Absenteeism Services								
212	Guidance Services								
213	Health Services								
214	Psychological Services								
216	Social Work Services								
220	Instructional Staff Services	287220	80421	23800			259500		650941
221	Improvement of Instruction								
225	Instruction Related Technology								
227	Academic Student Assessment								
230	General Administration								
232	Executive Administration								
240	School Administration						15000		15000
250	Support Services Business								
257	Internal Services								
266	Operation and Maintenance								
280	Central Support Services			1202638					1202638
281	Planning, Research, Development, and Evaluation								
283	Staff/Personnel Services								
300	Community Services								
311	Community Services Direction								
331	Community Activities	90000	2520	300000	45000				460200
	SUBTOTAL	1549020	433725	1526438	195000			274500	3978683
	Indirect Costs _____ % Restricted Rate								
	TOTAL	1549020	433725	1526438	195000			274500	3978683

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet (Provide attachment(s))

2/25/11  Date  BUSINESS OFFICE REPRESENTATIVE SIGNATURE 

1. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

2. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SIG GRANT—School Building Application
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Harper Woods High School School Building Code: 01578	Mailing Address: 20225 Beaconsfield Harper Woods Mi 48225
School Building Contact for the School Improvement Grant Name: Thomas Parker Position and Office: Principal Contact's Mailing Address: 20225 Beaconsfield Telephone: 313 245 3084 Fax: 313 839-4360 Email address: Thomas.parker@hwoods.k12.mi.us	
LEA School Superintendent/Director (Printed Name): <i>Todd Biederyoff</i>	Telephone: 313-245-3016
Signature of the LEA School Superintendent/Director: <i>[Signature]</i> X _____	Date: 2/25/11
LEA School LEA Board President (Printed Name): DAVID KION	Telephone: (313) 590-6347
Signature of the LEA Board President: <i>[Signature]</i> X _____	Date: 2/25/2011
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

As the information that follows in this application will clearly reflect, we believe the selection of the transformational model to be highly appropriate. While we fully embrace our responsibility for significant improvement in student achievement, the presence of several recent positive indicators establishing the school's capacity of growth serve as the fundamental basis for the decision not to recommend the turn-around, closure or restart models. These positive indicators include:

- a significant increase in EACH content area other than math as measured by MME proficiency during the Spring of 2010 assessment
- a significant decline in the percentage of students scoring level 4 on this same assessment in EACH content area measured.
- a low teacher absenteeism rate as evidence of the commitment to student achievement that is operational among the current staff.

We believe that these data reflects the capabilities and capacity of the staff to make the significant instructional reforms necessary to end the long-standing trend that existed prior to the 2010 MME of declining proficiency and an equally concerning trend of a high percentage of formerly proficient students who have declined in their proficiency throughout their high school years. In support of this belief, the application will reflect that the principles of teacher collaboration are emerging, that meaningful and well planned increased learning opportunities will be provided to students and that job embedded professional development will enable staff (both administrative and instructional) to perform at a higher level.

It is fundamentally and operationally understood by all staff that despite these indicators, student achievement remains unacceptably low. Our commitment is to utilize the transformation model as the "fulcrum" to be used to propel us to new heights of student achievement. We are collectively committed to better meeting the learning needs of our students, whether they have been enrolled with the district for the long term or the short term. Our commitment is to graduate competent, proficient students with clear plans as to their post-secondary and career goals.

While our aggregate scores for reading, as well as the performance of males and females improved, a closer examination of MEAP scores to MME scores shows those students that were previously proficient losing proficiency. Longitudinal study reveals that students proficient in elementary and even middle start losing ground once in the secondary environment. There has been a slight increase in MME proficiency of reading scores. Nevertheless, they remain significantly below (gap>20%) state averages. MME Math scores have decreased in recent years. Our math scores are significantly below the state average (gap >30%). In fact, our proficiency levels in math are less than 50% of state averages. The origins of this can be traced to the middle school, where in the fall of 2009 MEAP 78% of our 8th grade population declined or significantly declined in their proficiency. Math achievement in the district, particularly at the secondary schools, is at crisis level.

Our school has reduced the number of students in the lowest quartile but still needs to move all students toward proficiency and maintain proficiency in those that were previously proficient. Data reflects that the achievement gap continuously grows as students who were previously proficient as 8th graders continue to slip below proficiency despite improvements in the percentage of students scoring at proficient levels and reductions in the percentage of students scoring at level 4 as shown in the tables below.

Changes in the percent of students proficient on the 2010 MME			
	2009	2010	Change
Reading	37	45	+8%
Writing	20	26	+6%
Science	26	35	+9%
Social Studies	57	60	+3%
Math	21	18	-3%
Totals	161	184	+23%

Changes in % of students at level 4 on the 2010 MME			
	2009 % at Level 4	2010 % at Level 4	Change
Reading	32	26	-6%
Writing	15	10	-5%
Math	68	64	-4%
Science	53	44	-9%
Social Studies	23	14	-9%
Totals	191	158	-33%

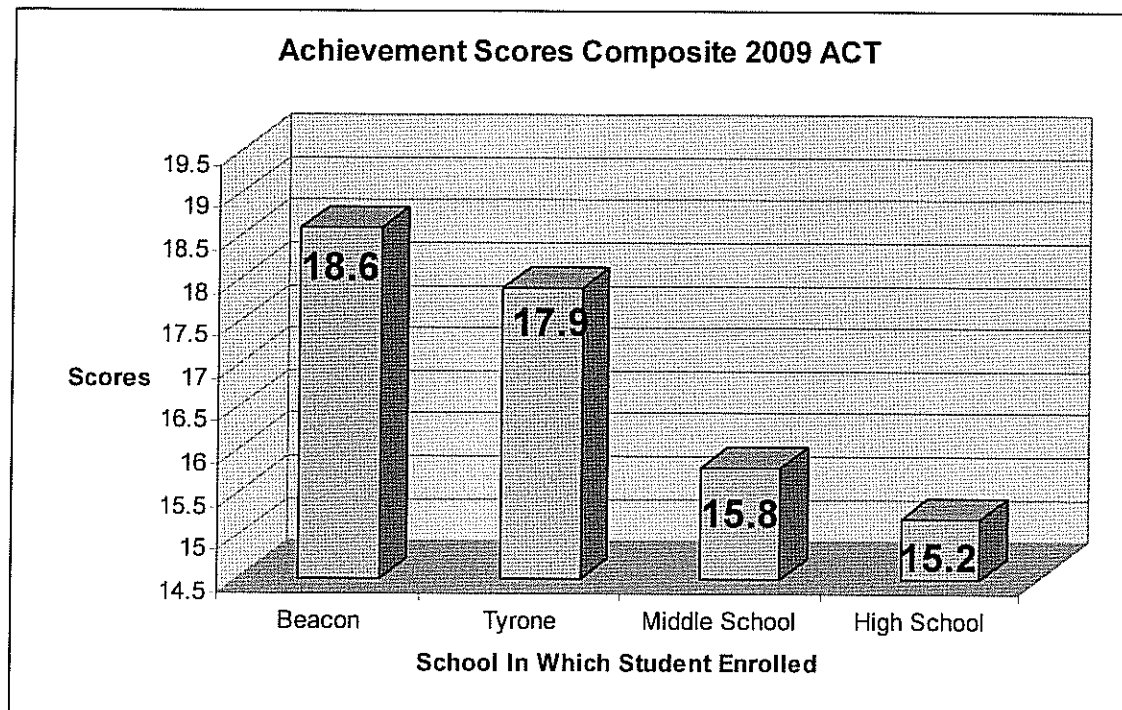
Despite great strides HWHS has made to increase proficiency and decrease those students scoring at level 4 on the MME, there are gaps in achievement as compared to the state.

Difference in proficiency rates on the 2010 MME			
	Harper Woods	State	Variance
Reading	45	65	-20%
Writing	26	44	-18%
Math	18	50	-32%
Social Studies	60	79	-19%
Science	35	58	-23%
Totals	184	296	-112%

Difference in % of students at level 4 on the 2010 MME			
	Harper Woods	State	Variance
Reading	26	14	12%
Writing	10	8	2%
Math	64	33	31%
Science	44	27	17%
Social Studies	14	7	7%
Totals	158	89	69%

In addition, in disaggregating the spring of 2009 MME assessment it was discovered that 50% of our test taking population entered our high school at ninth grade or later. A study of how our students scored on the ACT showed that the earlier a student entered our school district, the higher they scored on their ACT as the following graph depicts. Beacon and Tyrone are elementary schools that feed into HWHS, as does our middle school. This trend of a high

percentage of secondary students enrolling as students new to the district extended into the 2009/2010 & 2010/11 school years.



Students Based on Initial Enrollment Date	
Beacon Elementary	28 (27%)
Tyrone Elementary	14 (14%)
Harper Woods Middle School	13 (13%)
Harper Woods High School	48 (46%)

As further evidence of our achievement challenges and responsibilities, a look at the pretest data from newly entering students demonstrates the complexity of this issue. The following table portrays students entering HWHS tend to be below grade level. Using the BASI (basic skills diagnostic assessment tool) through the Nova Net Credit Recovery system, new high school students to the district were tested in English Language Arts and Mathematics to determine grade-level equivalency. Students were tested in groups of no more than nine students at a time by a certified teacher. A total of 99 students, almost 20% of our total enrollment, entered HWHS last year and their pretest performance is reflected in the table that follows:

Grade	MATH		ENGLISH LANGUAGE ARTS			
	Computation	Application	Vocabulary	Spelling	Language Mechanics	Reading Comprehension
9th Grade						
Below Grade Level	38/45 84%	41/45 91%	41/45 91%	35/45 78%	41/45 91%	39/45 87%
At or Above Grade	7/45 16%	4/45 9%	4/45 9%	10/45 22%	4/45 9%	6/45 13%

Level						
Ave. Grade Level Equiv.	5.7	5.3	4.6	5.8	4.9	4.7
10th Grade						
Below Grade Level	18/28 64%	27/28 97%	26/28 93%	2/28 7%	26/28 93%	26/28 93%
At or Above Grade Level	10/28 36%	1/28 3%	2/28 7%	26/28 93%	2/28 7%	2/28 7%
Ave. Grade Level Equiv.	8.0	5.6	4.9	5.9	4.8	5.0
11th Grade						
Below Grade Level	23/24 96%	21/24 87%	19/22 86%	16/22 73%	22/22 100%	19/22 86%
At or Above Grade Level	1/24 4%	3/24 13%	3/22 14%	6/22 27%		3/22 14%
Ave. Grade Level Equiv.	5.8	6.1	5.8	7.3	5.7	5.6

Many of the entering students as well as current students are lacking the necessary skills to be competitive at the secondary level. The language arts scores would suggest that we not only have students who are struggling to perform at grade level, but in fact have a literacy problem. In order to help combat this issue all new students will be assessed in reading and math. Those students with identified curricular gaps will then have an individual action plan to close that gap. This plan may include: the restructuring of courses, extended learning opportunities, computer based software/programs and the advisory period. In addition, **skill recovery** will be a priority, utilizing "At-Risk" funds to explore, purchase and implement research proven programs to address our students' critical needs for remediation.

Our district needs to develop more effective means to meet the needs of our high mobility population and work to **differentiate instruction and create a cooperative learning environment** in a manner that allows all students to show progress and thrive. In addition, instruction in every classroom needs to provide an academically rigorous environment that includes 21st century critical thinking skills.

Our percentage of economically disadvantaged students has skyrocketed in recent years, from 38% in 2006-2007 to 66% for the 2009-2010 school year, which is consistent in the 2010-2011 school year. Our teachers, leaders, and district need to respond to multiple layers of variables that combine to create the current dynamics in our school. While teachers have benefited from professional development sessions from experts; including Ruby Payne on connecting with students from families struggling with poverty, Larry Bell training on Academic Vocabulary, Reading Apprenticeship to

integrate reading and writing strategies across content areas, the school system had little follow through to ensure the concepts became imbedded in instructional practice and the school culture.

Traditional high school instructional models are not working. It is recognized that in order for there to be significant changes in student achievement there need to be changes in the school structure as well. One of these changes includes the school within the school restructuring. Students will be divided into three high performing college preparatory divisions: School of Math/Science and Technology, School of International Business, Marketing and Entrepreneurship, and the School of Fine, Performing and Liberal Arts.

Administrators and teachers recognize the need to transfer culturally responsive practices to their classrooms and seek a partner to provide **job-embedded professional development** that will include modeling and monitoring of effective practices.

While our test scores confirm that HWHS has sufficient need, we recognize that we must get to root causes to truly reform the overall services and structure of the school and teaching and learning. To that end, we will participate in a deeper, more comprehensive **diagnostic review** that will lead to a customized **plan of action** to direct deep and necessary **whole school transformation**.

Based on a comprehensive diagnostic assessment, the Pearson School Design Team will generate solutions that are tailored to our school's needs and will be closely monitored. Onsite coaches for teachers and leaders deliver targeted, job-embedded professional development, deploying technology to support today's learners and educators. Aligned curriculum and an interim assessment system inform collaborative Learning Teams, as teachers design and monitor instruction using a mastery learning model.

Comprehensive Diagnostic Review

During the diagnostic review, we will assess current capabilities, programs, and school capacity. We observe classrooms, collect surveys from students, parents, and staff about their perceptions of the school, and hold focus groups for faculty, parents, students, and staff. The team also collects data using our School Improvement Framework that analyzes the following key factors associated with effective schools.

Before the on-site visit commences, our Pearson partners will review the following:

- Curriculum documents
- Demographic data
- Mobility and stability patterns
- School feeder patterns
- History of improvement interventions and initiatives
- Prior school audits
- School calendar and schedules, including Professional Development calendar
- Classroom walk-through protocols
- Teacher handbooks or memos documenting expectations
- Longitudinal student data (up to 5 years)

Evaluating the Effectiveness of Instruction and Learning

Through classroom observations, surveys, focus groups, and document reviews, the school diagnostic visit by our Pearson partner team will measures the extent to which the school accomplishes the following:

- Offers a rigorous curriculum
- Administers assessments that match standards
- Promotes high expectations for all students
- Provides differentiated instruction
- Uses technology for learning

Collecting Data to Improve Schools

During the diagnostic review, the team analyzes a variety of data to assess a school's strengths and weaknesses to provide customized recommendations for improvement. From this extensive review, the team gains a better understanding of our unique strengths and needs. This review leads to the development of a customized Plan of Action and the collaborative design of our Implementation Plan including a comprehensive evaluation plan to document on our ongoing implementation.

The data collection will include information from the following sources::

- Classroom observations focusing on environment, instruction, and student engagement
- Review of lesson plans
- Curriculum reviews for alignment of instruction & assessments to the state standards & the degree to which the curriculum directs teaching
- Strategic allocation of resources: personnel & budgetary
- Interviews of school building and district-level administration
- Focus groups with teachers
- Focus groups with students at the middle and high school levels
- Examination of additional achievement data
- Data collection on special programs
- Evaluation of Special Education and English Language Learner practices
- School climate and culture surveys for administrators, teachers, students, and parents

In addition to gathering data on the effectiveness of instruction and learning, the diagnostic review also looks at the quality of School Culture. The Pearson team gathers perception data from staff, students, and parents regarding the teaching and learning environment, and student aspirations. The measures include an online survey for teachers, the School Climate & Organizational Citizenship survey, and the Quaglia Institute for Student Aspirations (QISA) MyVoice© survey, administered to parents, students, and teachers. To assess organizational effectiveness, the diagnostic team determines the existing conditions for teacher collaboration as well as support and leadership, teacher professionalism, academic press, and organizational citizenship behavior. To determine the level of knowledge-driven decision making, the diagnostic team determines whether teachers have ready access to student data and the extent to which they use it to inform teaching and differentiate learning for their students. We also look at the quality of community engagement and the effectiveness of existing instructional leadership.

This comprehensive diagnostic analysis generates an extremely thorough report which will be used to customize our implementation plan clearly and uniquely aligned to our strengths and our areas of challenge. Our Theory of action work will yield an implementation plan that includes a monitoring plan. Our monitoring plan will let us know the extent to which we are implementing the strategies and action plans we identified. Moreover, it will also measure the effectiveness of the strategies so we can identify the strategies that are working so they can be replicated.

Continuous Diagnostic and Formative Assessment

We currently have assessment tools that provide both diagnostic information on our students as well as some formative information. Since we have lacked quality curriculum materials for the last several years, we realize that our

assessments could be used more accurately if we had intervention and on-grade level instructional materials aligned with the MI standards and GLCEs. We will continue to use the assessment tools we already have in the district. These include: Nova Net BASI in reading and math; diagnostic screeners; Scantron Performance Series in reading and math;

In addition, we will use screeners to accurately identify student misconceptions in literacy and numeracy for precise placement in the Ramp-up to Algebra and Ramp-up to Literacy programs. These Tier 3 interventions are designed for students that are several years below grade level in their performance. CPRE research shows that these replacement curriculums raise student achievement at significant levels, reducing and/or eliminating the 2 to 3 year skill deficiency in the students. We will also utilize pre and post tests for all significant units of instruction to provide data to help the teacher accurately plan for instruction based on students' present skill levels. This increased use of assessment data to inform instruction and learning goals will increase in sophistication in years 2 and 3 as we formally introduce Learning Teams into our school culture. These materials will help us close the significant achievement gaps that exist in our incoming students as well as those who have not made enough growth to be successful in their subsequent course of study. The use of Writing and Math Aviator will provide supplemental instruction and curriculum materials to help bridge the gaps of students that are performing one to two years below grade level. These curriculum materials will also begin our preparation for the integration of the new Common Core standards.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

As evidenced by the existing school data, Harper Woods High School (HWHS) is challenged to provide instruction that meets the needs of all students. All subgroup performance falls far below state expectations with the exception of last year's performance of Caucasian students. They were the only group to show improvement in both reading and math.

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	25	30.9	31.9	10	21.8	9.1
Race/Ethnicity						
African American	18	34.2	32.2	4	20.5	11.5
Caucasian	79	47.4	75	62	21.3	33.3
Migrant						
Gender						
Male	41	33.3	41.2	24	22.9	19.1
Female	39	40.4	50	24	19.1	16
Aggregate Scores	40	36.8	44.9	24	21.1	17.8
State	62	59.9	65.2	46	49.3	50.3

While our aggregate scores for reading, as well as the performance of males and females improved, a closer examination of MEAP scores to MME scores shows those students that were previously proficient losing proficiency. Longitudinal study reveals that students proficient in elementary and even middle start losing ground once in the secondary environment.

There has been a slight increase in MME proficiency of reading scores. Nevertheless, they remain significantly below (gap>10%) state averages. MME Math scores have decreased in recent years. Our math scores are significantly below the state average (gap >10%). In fact, our proficiency levels in math are less than 50% of state averages. The origins of this can be traced to the middle school, where in the fall of 2009 MEAP 78% of our 8th grade population declined or significantly declined in their proficiency. Math achievement in the district, particularly at the secondary schools, is at crisis level.

Sub Group Academic Data Analysis
Percent of Sub-group meeting State Proficiency Standards

Grade: Group	Reading			Mathematics		
	2008 MME	2009 MME	2010 MME	2008 MME	2009 MME	2010 MME
Economically Disadvantaged	25	31	32	10	22	10
Non-Economically Disadvantaged	55	45	65	38	20	30
Caucasian	79	47	75	62	21	33
African American	19	34	32	04	21	11
Male	41	33	41	24	23	19
Female	39	40	50	24	19	16
Aggregate Scores	40	37	45	24	21	18
State	62	60	65	46	49	50

Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity	390						2		
Disabilities	79								
LEP									
Homeless									
Migrant									
Gender									
Male	278						2		
Female	210								
Totals	488			30	339		2		

Year:

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	390					
Race/Ethnicity	79				162	146
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male	278					
Female	210					
Totals	488				162	146

Enrollment and Graduation Data – All Students
Year:

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	122		46				98
10	106		24				78
11	140		35				119
12	120		60				104

Number of Students Enrolled in Extended Learning Opportunities
Year:

Year:

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					98
10					78
11	7		29	30	119
12	73		31	42	104

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable

strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.
A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

HWHS is fortunate to be the only high school in a small district. All stakeholders are very aware of the need to transform our school to improve student achievement. The superintendent has spearheaded the effort by chairing the committee to select a transformational principal, providing extensive orientation for the leadership team, and participating in the transformation through collaborative planning. All stakeholders will ensure that divisions do not create hindrances to our initiatives. All stakeholders will champion our efforts with the School Board and the community, providing resources and authority to make changes that will lead to transformation.

The signed letter of Agreement between Harper Woods School district administration and HWEA Local 1-Harper Woods clearly indicates a commitment from all stakeholders in the transformation process. It includes the establishment of clear approaches to measuring student growth and providing teachers and administrators with relevant data on student growth. The evaluation systems are to evaluate job performance, taking into account multiple rating categories with student growth as a significant factor, while ensuring teacher's ample opportunities to improve, and providing coaching and instruction support.

Staff supports and is strongly committed to a common set of expectations for shared ownership and responsibility for the school improvement plan. All parties, administrative and instructional, recognize that substantive change in our procedural and instructional practices are necessary in order to achieve the desired and necessary outcomes.

During the 2009-2010 school year, all stakeholders were involved in collecting a variety of data to understand the low achievement trends and inform the decision making process, including the School Improvement Plan, Comprehensive Needs Assessment and the School Data Profile. A number of changes have been instituted to demonstrate our commitment to significant school improvement. As 80 percent of our student body is African American, a new principal brings a strong African American presence to our staff providing a positive role model for our students. Testing our students using BASI revealed that students are reading well below grade level affecting their performance in all classes. In the past we have attempted several strategies to address low student performance, but ultimately recognized that we were supporting a teacher-centered environment that is neither addressing nor remediating students' reading and math deficits. We feel we have a culture of struggling learners and recognize we need embedded professional development to ensure quality instruction and powerful tools to monitor, support, motivate and challenge our students.

During the 2010/11 school year, the school created a Leadership Team to provide input into the Improvement Grant as well as the School Redesign Plan. This team met over multiple months, with meetings occurring on a weekly basis if not more frequently. The entire high school staff met on four occasions to review and further revise the transformational plan, and a Wiki was created and utilized as an additional feedback and input mechanism for the staff. Presentations were also made to the Harper Woods Parents Club on multiple occasions to solicit their reaction and input. Finally, presentations were made to both the Board of Education and the School Community at Board of Education meetings held on 8/3/10, 8/12/10, 11/2/10, 11/9/10, 1/4/11, 1/31/11, 2/15/11. The HWEA assumed a leadership role on the plan development team and their voice was central as the various proposals were presented to the staff as a whole. Several of the meetings, including meetings with teaching staff, were attended by our Pearson partner, and their facilitation skills were very helpful. Our Pearson partner sought 'first to understand' so that they could fully understand the present reality at Harper Woods High School to help craft an aligned, coherent, research-based transformation intervention plan. The redesign plan was shared with the entire staff for their input. On one particular occasion, the entire staff was involved in generating options for the use of our increased instructional time. The staff were involved in generating options and outcomes for the increased instructional time. These recommendations were shared with the board of education for their review and support. Community input was solicited in designing the early release schedule to provide additional time for teacher collaboration and professional learning.

As an extension of the above, the district has initiated a "goal setting model" that is already being employed among administrative staff. Multi-layered student achievement goals have been established and shared with the Board of Education. These goals are specifically target to (1) raise general proficiency percentages, (2) reduce the percentage of students who are identified on a year-to-year comparative basis as declining in proficiency and (3) increase the percentage of students who are scoring "Level 1" proficiency.

A Letter of Agreement between Harper Woods Public Schools and HWEA Local 1 in regard to teacher evaluations has been developed. This agreement embeds student achievement as a significant factor in the teacher evaluation process and the overall format of the revised evaluation process is being implemented during the 10/11 school year. As an extension of this evaluation procedure, high performing teachers are to be rewarded for their exceptional performance, pending formal agreement as to criteria that will determine this "merited" compensation.

The superintendent has provided an overview to the staff on the requirements of a transformation school. The principal has met with the teacher union representatives and department chairs seek support and commitment for the dramatic change necessary for transformation. Additionally, the principal will meet one-on-one with each teacher to secure their commitment for the transformation work. Each staff member will be asked to identify their strengths and the ways in which they will utilize their strengths to support the dramatic turnaround expected in our school.

Teachers will be asked to reflect on the following questions:

- What teaching strategies have you implemented in the past that has been successful to student learning? How did you know they were successful?
- Which strategies were not as effective for you? How did you know they weren't successful? Did you seek student feedback on the effectiveness of the learning strategies? Did you seek parental feedback? Did you seek feedback from colleagues?
- In the past year, how did you contribute to the collaborative work that your team/ grade level was responsible for?

The staff will be asked to commit to common planning for teaching, learning, and assessment of student learning. For example, teachers will be asked to identify common expectations for student learning that is evident in student work, reflecting students' mastery of their own learning. Teachers will be asked for their commitment to weekly professional development and the classroom support to ensure those professional practices become embedded into daily practices.

As a transformation school, we know that we cannot expect different results if we do not change the way we approach our work. Teachers will be asked to identify the time they have available for the extra commitment necessary for the transformation efforts. Our teachers will assist with Saturday School, teaching after school classes, parent and community events, home visits, extracurricular activities that support our goals for student learning while building capacity for change.

Each staff member will be asked to reflect on their personal commitment to their growth as a professional educator. Teachers will be asked to identify the time commitment they are willing to expend to meet their professional potential. The principal has also met with the union president and agreements will be defined to provide autonomy to this school to address the scope of work and commitment and expectations from the faculty.

b. Explain the district and school's ability to support systemic change required by the model selected.

We are prepared to partner with Pearson School Design and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions for teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes, therefore; we support a partnership with Pearson School Design to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

The ability of the school to support the systemic change by building capacity will be supported through the following:

- Use of rigorous, transparent, and equitable evaluation systems for teachers
- Providing the staff ongoing, high quality, job-embedded professional development based on a comprehensive diagnostic and needs assessment
- Providing the structure for a collaborative LT to assess data and support effective teaching practices
- Developing a system for monitoring and addressing school improvement using a continuous improvement cycle
- Providing extended learning opportunities for students beyond the regular school day

- Encouraging and enhancing collaborative education partnerships bringing together the entire school community to support and remove barriers to school improvement efforts

We believe that this plan will allow us to build capacity for sustaining continuous improvement for these reasons:

- **Our principal will be an effective instructional leader and good manager.** Building leadership is a crucial component of effective and sustained turnaround. Our principal will benefit from the comprehensive Principal Leadership Institute which will provide research-based strategies to become an effective manager and instructional leader. Then, this knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly cohort conversations with other principals going through the transformation process.
- **Our principal will be skilled at giving actionable feedback to teachers for continual improvement of instruction.** Pearson's Achievement Advisors will mentor principals and facilitate side-by-side classroom walkthroughs. Documentation will be kept looking for evidence that effective instructional practices are being implemented.
- **We will have a trained Instructional Coach to model and mentor new and current HWHS teachers.** The K-12 Solution team will train, mentor and support an identified HWHS educator to become an effective Instructional Coach (IC). Pearson will provide training for Instructional Coaches. IC's will be provided ongoing training and support throughout the school year to ensure they are being effective and are targeting the right work.
- **HWHS teachers will function as leaders as they collaboratively plan for continuous improvement.** The Instructional Coach will model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.
- **Our community will embrace and support HWHS efforts.** Improved committee structures and practices will be in place to effectively link home, school, and the community to improve student achievement.
- **Our school culture will reflect high expectations and aspirations for all.** Our students will see themselves as capable learners equipped to face college and careers. Our faculty will feel pride in their profession as they grow to meet the needs of all their students.
- **Structures will be in place to support new teachers as they join our faculty.** Our teachers will collaborative in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student.
- **Teachers will assume leadership roles.** In Years 2 and 3, Pearson School Design will mentor and support teacher leaders to assume the role of Learning Team advisor providing for the seamless transition when the external provider has stepped away.

Given the structure and support that Pearson School Design brings to our school and our faculty, we are confident that we will be able to sustain the process of continuous improvement.

While our test scores confirm that HWHS has sufficient need, we recognize that we must get to root causes to truly reform the overall services and structure of the school and teaching and learning. To that end, we will participate in a deeper, more comprehensive **diagnostic review** that will lead to a customized **plan of action** to direct deep and necessary **whole school transformation**.

In order to successfully transform our school and build internal capacity, we know that we need to distribute leadership across our school. We will take the following action steps will build an environment of distributed leadership at HWHS:

- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.

- A School Leadership Team (SLT) or School Improvement Team (SIT) will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives.
- Lead teachers will work in collaboration with administration to create and implement small learning schools. Learning Teams (LT) implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale:
- We will develop an effective Instructional Leadership Team (ILT), which includes administrators and teacher leaders, so that practices and protocols will be embedded within our work culture thereby distributing leadership.
- Each member of the ILT will also facilitate a teacher collaborative work group that will transition to the full Learning Teams (LT) model in Year 2. This connection between the ILT and LT will enhance communication between administration and teachers in support of the school improvement process.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

With an effective principal, a dedicated administrative team, a supportive superintendent, a committed staff, and together with the Pearson School Design team, we are prepared and dedicated to implement our school transformation leveraging our ability to significantly improve student achievement. The Pearson School Design Model was selected because it is comprehensive, research based, and deeply aligns with the US Department of Education and the School Improvement Grants (SIG) Transformational Model for Tier 1 and Tier II schools. Our educational philosophy is based firmly in standards-based education and research on cognition, including the research on learning in specific content areas. Our philosophy regarding the structure and organization of schools to support standards-based education is based on international benchmarking research. It emphasizes the importance of achieving alignment and coherence among all elements of the instructional system around the goal of preparing students for college and career readiness without need for remediation.

Supporting our philosophy is a theory of change, founded on our commitment to standards-based reform and the belief that all students can meet high expectations. In brief our theory is as follows:

- Effective transformation requires a comprehensive vision of a standards-based, aligned, and coherent instructional system.
- Effective leadership is essential for transformation, but no one individual can develop the vision, communicate it to people, eliminate obstacles, and produce successful people who lead, manage, and secure the change as an integral part of the school's culture. Leadership must be distributed.
- Substantive change requires development of an institutional belief that all students can meet high expectations. Our approach is designed to help people at all levels of school systems clarify and change their expectations of students.
- The classroom is the locus of improvement in outcomes; the teacher really matters and student engagement really matters. Professional development must build instructional practices that match the belief that all students can meet high expectations and focus explicitly on building student engagement so that students are able and willing to share responsibility for their achievement.
- Students' progress towards college and career readiness involves both their academic progress and their development of college-ready behaviors. Students' progress in both areas must be monitored regularly and related to tiered systems of support to help students get on track and stay there.
- Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; accordingly, we use modeling and coaching to provide scaffolded support to district leadership, school leadership, and teachers as they develop their roles.

The Pearson School Design model integrates 10 research-supported core elements to transform Harper Woods High School:

1. Systematically Plan for School Improvement. Using a thorough diagnostic assessment, Pearson School Design builds on the Michigan Department of Education Comprehensive Needs Assessment by visiting our school and collecting additional data through the following action steps:

- Performing a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with administrators, surveys of teachers, parents and students and an analysis of lesson plans and curriculum.
- Conduct a review of the Interoperability of technology systems to identify and remove technology roadblocks that may exist.
- Assessing the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
- Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts.

- Through collaboration with our school stakeholders, the Pearson School Design team facilitate the creation of a customized Theory of Action that will direct the development of our Implementation Plan that specifically address our needs.
- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.
- Facilitating the creation of Values, Mission and Vision committed to principles of effective teaching, lifelong learning, a rigorous, viable, and aligned curriculum, and a culture that is engaging, warm, and committed to high expectations for the entire community.

2. Develop Instructional Leadership. Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001; Duke, 2004ⁱⁱ). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005ⁱⁱⁱ). The following action steps will be included in this component:

- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a five day Principal Leadership Institute.
- The Pearson School Design Achievement Advisor will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
- The Instructional Leadership Team (ILT), which includes administrators and teacher leaders, will be created so that practices and protocols will be embedded within our work culture thereby distributing leadership. Each member of the ILT will also facilitate a teacher collaborative work group (job-alike teams) that will transition to the full Learning Teams (LT) model in Year 2. This connection between the ILT and LT will enhance communication between administration and teachers in support of the school improvement process. Learning Teams implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale:
- A School Leadership Team (SLT) will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives.
- The technical assistance in the Pearson School Design model will provide our principal, and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Specifically, we will provide professional development (PD) for our principal that includes:

- A five-day Principal Leadership Institute, monthly principal cohort trainings, and coaching from the Achievement Advisor (AA). The Assistant Principals will also attend the Principal Leadership Institute creating a sense of distributed leadership.
- Pearson's Achievement Advisors will mentor our principal and facilitate side-by-side classroom walkthroughs. Documentation will be kept looking for evidence that effective instructional practices are being implemented.
- Performance data will be regularly collected and monitored to determine ongoing personalized professional development for the principal, using VAL-ED (described later) data. The principal will be assessed twice a year so that professional growth data will support his efficacy.

- **3. Create Collaborative Education Partnerships.** School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004^{iv}). To make school partnerships a reality, our Pearson partners will help us bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership. To demonstrate our commitment to fostering parental involvement, we will identify a Parent and Community Engagement Specialist (PCES) who will serve as a member of the school's leadership team and have a pivotal role in ensuring there are ongoing mechanisms for family and community engagement. The PCES will work with the school and district to establish processes that will ensure early identification of students who need support to meet their psychosocial needs, and to connect the students effectively with community resources.

4. Emphasize School Culture - Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Through the diagnostic process, we will gather data about student, teacher and parent aspirations for the students at Harper Woods High School and identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Phase in the creation of our school-within-a-school model to provide smaller learning communities for teachers and students to support more personalized and relevant learning for students.
- Hire a Parent/Community Engagement Specialist who will:
 - Monitor the home/school connection and increase parent engagement; seek community resources to support students/families.
 - Coordinate volunteer activities in support of student learning.
 - Coordinate & facilitate activities with the LSCO Chair to design Math, Science, & Reading nights for all parents.
 - Identify and support parenting and community education classes.
 - Build community support by seeking and securing young males for a student mentoring program and volunteers to help fill voids identified within the school
 - Collaboratively create solutions to the following issues: attendance, expulsions, suspensions and alternatives.
- Create an Advisory period to serve as a pre-planning component of the school-within-a-school structure will address the following needs through building relationships with caring adults in the school:
 - Provide academic and emotional support to students to ensure their academic success; facilitate the transition from middle school to senior high school; receive appropriate academic advising; know what it takes to be successful in school and accept responsibility for the level of their own success; identify and use appropriate study skills.

5. Embed Achievement Support. Our teachers and principal will receive direct, onsite guidance from the Pearson School Design team. The Pearson School Design model includes a dedicated achievement support team of local, onsite Achievement Advisor and Instructional Coach to serve as models, mentors, and oversee the HWHS Implementation Plan.

- The Achievement Advisor will act as coach for the principal, provide professional development for teachers, and work in tandem with the Instructional Coach.
- The Instructional Coach and Instructional Specialists will provide “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice.

6. Align Curriculum. In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, The Pearson School Design team will work with HWHS to effectively align our school’s curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.
- Develop aligned teaching guides that explicitly direct teaching.
- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific student’s needs. Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.
- Making standards a reality means taking seriously the idea that all students must graduate high school no matter where they begin. It involves investing in the supports students need to reach standards. Pearson School Design

focuses closely on instruction: building routines and rituals for learning that maximize students' time on task and optimize teachers' opportunities to differentiate within the regular class period. This is supported through professional development and model units of study.

- We will provide safety-net programs (Navigator and Ramp-Up) aligned to the curriculum framework and state standards (Tier 2 and Tier 3). This tiered system of interventions, using Navigator and Ramp-up programs, beginning in elementary grades and reaching through to high school. The Navigator programs in literacy and mathematics (modular, supplementary interventions) and Ramp-Up courses in literacy and math (replacement acceleration courses for students two or more years behind) match the level of intervention to student need.
- In order to get more students college-ready and into Advanced Placement courses in high schools, we need to address gaps in student achievement as early as possible in their schooling. Additional support will be provided to increase the vitality of our AP program through the implementation of the AVID program.

7. Optimize Conditions for Teaching and Learning. Our Pearson School Design team partners will begin the process by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction
- Observing and supporting the ability of teachers to effectively manage classrooms
- Identifying and implementing school-wide management support systems to ensure classroom environments provide the conditions in which teachers can teach and students can learn
- Building a foundational language of instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning
- Creating collaborative professional learning communities to improve classroom instruction
- Implementing elements of effective instruction (including blended instruction) and high yield instructional strategies

8. Foster Knowledge Driven Decision-Making. Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process Pearson School Design will:

- Provide teachers with professional development to become informed, collaborative data users
- The Pearson School Design team will help us create benchmark assessments using Limelight™ to create formative assessments
- Facilitate the use of data tools for understanding and improving our practice. We are certain this will lead to improved student achievement as we providing ongoing training, support, and modeling for teachers.
- Systematize and embed the use of a comprehensive assessment system which includes screener, diagnostic, and formative assessments.

9. Utilize Technology for Learning. We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. The Pearson School Design team will provide teachers with:

- Training to retrieve information from data systems fluently.
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students.
- Technological support so we can adequately meet our needs to become data users and meet our students' needs for personalized learning.

10. Evaluate for Continuous Improvement. An HWHS Evaluation Plan, that is aligned with our customized Theory of Action and Implementation Plan, is created as part of the planning process described in STEP 1. Building in

evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress.
- Identifying the need for a change of course in a timely manner.
- Documenting short-, mid-, and long-term outcomes.

Extended Learning Time for Students and Staff

Throughout the components of our transformational model, we know that we must provide increased learning time for our students. The staff and the HWEA (the teacher's union) have reached agreement to extend learning time by four hours per week. Three hours are to extend instructional time for students and the fourth hour is to provide one hour for teacher professional development. This three hours per week represents an increase of 41 hours per class, a 27% increase. This increase in instructional time provides the depth of commitment necessary to increase student learning at all grade levels and for all subgroups. The additional hour for professional development provides the structure to support ongoing teacher collaboration to implement the strategies contained in this transformation plan. Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. We will seek to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. We will define and optimize opportunities for increased learning time within the traditional school day by ensuring bell-to-bell learning and increased student engagement.

Additionally, extended learning opportunities for students beyond the regular school day will be offered through a Learning Center model. The Learning Center will provide students tutoring and access to technology for intervention, enrichment, or an accelerated curriculum that will allow us to extend instruction. The Learning Center will be open until 6:00 pm four days a week and is staffed by teachers/tutors to address Tiered student needs. The Learning Center is expected to add approximately 500 hours to the school day. The Learning Center will be a mandated requirement for students requiring intensive intervention and an option for students showing proficiency meeting learning targets.

As part of the agreement to increase learning time, the teachers will have one hour each week to devote to professional development, collaboration, and common planning. This will occur on early release days each week, and a calendar will be developed as part of our implementation plan.

As an extension of this agreement, the Board of Education on 2/15/2011 approved the re-instatement of a 6 period semester schedule (replacing a 5 period trimester schedule), including an advisory period, beginning in the 2011/12 school year. When combined with the additional instructional time, the end result will be a significant extension of the learning time available to both students and staff on a daily, semester and yearly basis.

Some of the benefits are outlined below:

- Overall Hours of Core Instruction will Dramatically Increase
- Current Total Hours of Instruction per Class: 154
- Revised Total Hours of Instruction: 194
- This is an increase of 27%

Our students need and deserve this increased instructional time. Our future, and theirs, depends on improved performance and research identifies additional learning time as a key component enabling significant growth in achievement over a short period of time.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

We have selected Pearson as our external provider from the state's list of preferred providers to transform Harper Woods High School. We are confident that Pearson will provide targeted technical assistance in leadership development, coaching, curriculum and assessment resource, planning, monitoring, and evaluation.

The School Design model is flexible and customized to the unique needs of each school through the systematic planning process. The model is designed to build capacity and distributed leadership within the school. Gradual release strategies are built into the model from the start for a smooth transition to help internal staff sustain the school's transformation. Pearson School Design team members will be on hand to support teachers and leaders to think "out of the box" as they address the specific needs of HWHS and its students. In the LEA section, we also spoke of the alignment of Pearson's values with our philosophy of improving student achievement.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

- A. Partnering with parents and community organizations to create safe school environments that meet students' needs

School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004^v). To make school partnerships a reality we will:

- Bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Increase communication between the school, parents, and the larger community, extending invitations to support our school transformation efforts and the establishment of our school-within-a-school community.
- Invite key community representatives to meet quarterly with representatives of our faculty, staff, parents, and principal as the Advisory Committee. This committee will participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

Advisory Committee

The Advisory Committee will meet quarterly to oversee our transformation, problem solve issues that impede implementation, and identify ways to remove barriers that serve as obstacles to embed the needed changes identified in our Implementation Plan. This committee brings together parents, faculty, students, administrators, and key community members to focus specifically on supporting HWHS' transformation. A primary concern of this committee will be the social-emotional needs of our students.

We will invite members of CARE, a non-profit organization which provides social services and family therapy, and the Harper Woods Community Coalition to benefit from their knowledge base, experience, and resources. Representatives from the Family Center of Grosse Pointe, the city of Harper Woods, Beaumont Hospital, and the Wayne County Prosecutor's Office will also be invited to serve on this committee that will meet quarterly each school year.

Pearson Achievement Advisor and other senior staff will assist HWHS to create a school-wide positive school culture by establishing a framework for a consistent approach to student discipline and management.

City Year Whole School, Whole Child

HWHS students need positive role models. We **hope** to partner with City Year Whole School, Whole Child program. HWHS will investigate funding sources in an attempt to bring this resource to our campus. City Year has a unique service delivery system that embeds a team of 8-10 corps members full time in partner schools where they work to address the needs of at-risk students. Through this program, City Year supports student success by placing a team of near-peer role models in the school four days each week from before the first morning bell until after-school programs end, where they provide one-on-one and small-group tutoring, whole class support, mentoring, and educational enrichment during after school programs, or Learning Center. Corps members work with the same students for the entire school year, forming sustained positive relations.

Extensive research shows us that one of the most critical indicators of a child's ability to succeed in school and life is having a sustained relationship with a caring adult through whom they experience support, care, and guidance. City Year corps members are able to uniquely serve in this capacity as "naggers and nurturers" who are a constant, caring presence in the lives of students day in and day out throughout the school year.

Prior to the start of the school year, corps members receive 4 weeks of intensive pre-service orientation, including sessions led by our staff on classroom and behavior management, literacy tutoring and other tutoring techniques. The corps members are supervised by a City Year Program Manager (full-time professional staff member), who works in partnership with the school administration to effectively support children as individuals and schools as institutions through three interventions:

- Academic Support – providing academic support to students, in partnership with teachers and school leadership, through one-on-one tutoring, small group tutoring and learning enrichment activities;
- Positive School Climate – implementing programs designed to increase student satisfaction and excitement about learning; and
- After-school Programs – leading and developing meaningful activities for youth in after-school time, which reinforce with students the skills that correlate with success and active learning in schools.

Advisory Program

The structure of traditional high schools typically sees the social-emotional issues as the job of the guidance counselor (Powell, Farrar, & Cohen, 1985^{vi}). We recognize that HWHS has been a teacher-centered, rather than a student-centered environment. We saw our job as providing instruction with little thought to the social, psychological, and emotional issues affecting young people.

As we transition to small learning academies, we will strive to create a school environment that supports the healthy social, as well as academic, development of all students. Responsibility for counseling students will be distributed across a "team" of teachers, administrators and counselors working with the same cohort of students for their entire high school career.

An Advisory Period will be created and we will match students with teachers and administrators for ongoing academic support, mentoring, and guidance for their entire high school career. Since all HWHS educators will have an advisory group, we will all have a small cadre of students that we can follow and support throughout their high school experience.

Small schools report proportionally fewer disciplinary problems and incidences of violence compared to large schools (Wasley et al., 2000). ^{vii} We believe HWHS students will be less likely to "fall through the cracks" and the development of a close-knit, nurturing community will help each student connect with our school and feel a sense of belonging leading to high aspirations and expectations for learning.

A curriculum will be developed to support the tenants of distributed counseling, provide social supports, and assist the student to make wise decisions. Activities such as: discussions of academic and social issues, academic goal-setting, college preparation and counseling, study skills, and adolescent development issues and concerns. Advisors are often in frequent contact with their advisee's counselor, other teachers, and parents or guardians. The advisor also helps the student choose courses, fulfill necessary requirements, and prepare for post-secondary education.

Our goals for our advisory program include:

1) Developing interpersonal relationships among staff and students

As our principal stated, "Advisory is a place for a student to know a caring adult." We will get to know our students, building trust, and provide a setting where students feel accepted.

2) Providing academic support to students

Advisory teacher will be in contact with the student's counselor, parents, and other teachers. The advisory will provide academic support through personal attention as we monitor each student's academic progress.

3) Enriching the curriculum

Topics like conflict resolution, character education, current affairs, and responsible citizenship will supplement the traditional academic course of study.

4) Providing college preparation

The advisory will be a place that constantly reminds students why they are in school: to prepare for successful living and good citizenship in the future. Students can't be reminded too early that their performance in high school will either expand opportunities and choices for college, or limit them.

5) Promoting a positive school culture

The advisory will be a safe haven where students will be accepted and supported. It will be a place to celebrate achievement, both individual victories and school-wide improvements.

Support for Advisory

In order to successfully embed advisory into the culture of our school, it is important to introduce the concept to parents and students and for the school leadership to implement support structures such as:

- visible administrative support for advisory as a school wide priority
- faculty meeting time devoted to discussing advisory
- planning/preparation time for advisors
- training/professional development devoted to advisory
- orientation for students to the advisory program

In order to have a successful advisory program at HWHS, we will expect our principal to embrace the goals and faculty to implement the model with enthusiasm.

Advancement Via Individual Determination (AVID)

HWHS will implement the Advancement Via Individual Determination (AVID) program. This training will increase teacher and instructional effectiveness and provide them with the knowledge and skills to guide students toward academic success. The AVID program teaches the student how to: study, read for content, take notes, and manage time. Funds will be made available through the SIG to provide Professional Development for seventeen teachers over two years. Funds will also be available to purchase needed resources and materials to support the AVID program such as student

planners and notebooks for Cornell note taking.

College Summit

For seniors and juniors, the advisory program will ensure that every student gets the individual attention needed to navigate the college application process, completing a post-secondary plan with the guidance and support of a teacher and the expertise of a counselor. College Summit provides tools, training, and support for educators, improving the likelihood of postsecondary success for students. There will also be an intense focus on preparation for the ACT/MME.

School Within a School

We are also instituting a shift to a school within a school model, in a modified form. Based on our size limitations we cannot support significant separations within the staff, or the curriculum. We will, however, utilize advisory, electives, and extended day opportunities to create the delineations between these new schools. Each school will have a college prep curriculum but will realize its differences in themed focus. Each school will seek business, community, and university partners to make connections from the classroom to post graduation aspirations. Advisory members and other community members will be ideal partners to bring this real-world teaching into our classrooms.

Academically, the school-within-a-school model will not only be addressed through class offerings but also in the weekly professional gatherings of staff. Staff will meet bi weekly during early release professional development (in school level teams) to address the social and academic progress of students. School-within-a-school division allows teachers to create lessons that not only address the academic needs of students, but also to address the identified career path of each student.

Harper Woods High School will be divided into three high performing college preparatory divisions.

School of Math/Science and Technology

School of International Business, Marketing and Entrepreneurship

School of Fine, Performing, and Liberal Arts.

Our focus has been on a Math/Science Academy, an International Business and Technology Academy, and a Fine & Performing Arts Academy (perhaps, in time, supported by an admissions-based magnet program at the high school level. The elementary program would begin to build toward opportunities in this and via an elementary language program opportunity in the International Business Academy, as well). Specific core content enrichment tied to these academies, the identification and development of elective courses specifically in support of these academies, specific college visitations and career pathway efforts tied to this, and college selections aligned with these interests would need to be undertaken as part of the implementation planning. Additionally, our proposal creates an advisory period, part of the transformational model that would enhance these academic focuses and perhaps contain a looping format, meaning students would stay with the same teacher, who has a background and/or interest in this area for their entire four years to create a strong relationship over time.

We will incorporate the school-within-a-school gradually to help ensure its success.

- In year 1, our School-within-a-school model will be introduced through the Advisory Period and through the weekly professional gatherings of staff. Staff will meet during early release professional development (in school level teams) to address the social and academic progress of students.
- In year 2, our School-within-a-school model will continue to be developed through one elective course for each of the three schools as well as the potential of student clubs or high interest mini-courses.
- In year 3, our school-within-a-school will continue its development through the three schools: Math/Science Academy, International Business and Technology Academy, and a Fine & Performing Arts Academy. We will develop core content enrichment tied to these academies, the identification and development of additional elective courses specifically in support of these academies, specific college visitations and career pathway efforts

tied to this, and college selections aligned with these interests would need to be undertaken as part of the implementation planning.

C. Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying

For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003^{viii}; Christle, Jolivette, & Nelson, 2007^{ix}). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at HWHS using surveys.
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Collaboratively create solutions to the following issues:
 - Attendance
 - Expulsions, suspensions and alternatives
 - Truancies
 - Academic failure and retention

We are committed to building a culture of high expectations for all at our school. One of the fundamental topics included as part of professional development is the development of a common “Language of Instruction.” Examining research-based practices, they will work with our teachers to collaboratively define common school practices that must immediately be applied to foster maximum use of classroom time. Time on task and the delivery of quality instruction become common goals for every classroom. Teachers will further streamline classroom and student management issues to provide efficient and effective classroom environments with structured routines allowing more time for learning. Administrators will further streamline their instructional leadership capacity to direct the process of teaching and learning

In order to foster a positive environment for the students, the staff will investigate ways to increase positive behavior supports, for example, Student of the Month/Week and rewards for those meeting the high expectations. In order to eliminate bullying and student harassment, the district will foster internal expertise and partnering with external providers to provide presentations and raise awareness on these topics.

Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. The Link Crew high school transition program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

Link Crew begins with a powerful orientation day that makes freshmen excited and proud to be attending their new high school and allows them to begin developing relationships and strategies that will contribute to their high school success.

After orientation, Link Crew continues, providing a variety of both Academic and Social Follow Up Activities throughout the year. Academic Follow Ups are lessons presented by trained Link Leaders during visits to freshman classes; Social Follow Ups are events organized by your Coordinator team in which the freshmen and Leaders attend fun school sponsored social events together.

Link Crew's goal is to provide schools with a structure in which students make real connections with each other. Through this program, students learn that people at school care about them and their success. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.

Link Crew Success

What would happen if students were given the permission to care about each other and the structure in which to do it? **Schools and kids will change for the better.** That is the fundamental premise that makes Link Crew successful. When you connect upperclassmen with underclassmen with the structure and training to make the relationship meaningful, then students have the opportunity to focus on the important aspects of their lives. Specifically, Link Crew helps address the three fundamental transition needs that students have: Safety, Information and Connection.

Safety

In many high schools, the focus is on keeping students safe by keeping bad things from entering the school environment. As a result, money and resources are invested in security to seal off the campus.

Those inside our high schools, however, know that the far greater issue for students is keeping them safe from the negative forces within the school walls and halls. Bullying, rumors, isolation, and harassment are far more likely to pose safety risks on the average campus than external violence.

Link Crew allows students to have a trusted source of safety from their first moments on their school campus.

Information

To make a successful transition, we need the what, where, how, and when to aid us on our journey. In schools, this translates into students needing to know what classes they have to take, where those classes are, what rules are important, what opportunities are available, and where they have to be when.

For most schools, the challenge comes in getting this information to the students in an accurate and timely manner.

Many schools gather large groups of new students and parents together and talk at them. They also post the information everywhere they think parents or students might look: newsletters, websites, and bulletin boards.

Link Crew focuses the information dissemination process through the student to student connection both one on one and in small groups. This makes it far more likely that critical information is received and remembered.

Connection

Even when students feel safe and informed, they may not successfully transition into a new school if they do not develop a sense of connection. In every transition in our lives we need to feel a sense of connection to the new situation. This is true whether we are connecting to a new job, a new child, or a new reality in our own lives.

The more connected students are to their new school, the better they will do in all the measures that are important in tracking their success: grades, test scores, attendance, and discipline. All these measures are positively affected when students are connected.

Schools try to promote this crucial component of transition by offering co-curricular activities, athletics, and special events in the hopes that kids will connect. Unlike the two other components to a successful transition, this one is left to chance. Even the most robust co-curricular programs only involve a percentage of the students.

Link Crew creates a structure that connects every incoming freshman with a caring upperclassman from their first day through the end of their freshman year.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

We have already successfully negotiated several important elements to support our transformation: three hours each week of extended learning time for students; one hour each week for professional development for teachers; year-long enrollment in core academic classes. (This was often not the case with the trimester schedule. We realize that students must be enrolled all year long in their core academic classes and we have modified this policy for the 2011-2012 school year.

In addition, we will implement a comprehensive Response to Intervention model to better meet the needs of all of our students and close the achievement gap. The chart below presents our approach to preparing all students to achieve proficiency or beyond. This approach is consistent with a Response to Intervention model. It displays a continuum that moves from students who are successful in regular on-grade classrooms to students who have fallen two or more years behind their peers. Each level of the chart identifies issues that some students face during the course of their academic studies. As they first encounter difficulties in making progress, students may require some extra attention from the classroom teacher or in an after-school homework clinic where their questions can be answered. Effective monitoring of students' progress and provision for differentiation based on student need within the core instructional program are vital for meeting students' learning needs and limiting the number of students who require supplementary instructional support.

The next level of student need is critical because, as questions are not answered, students often begin to develop misconceptions or knowledge gaps that become obstacles to their effective participation in the core instructional program. At this point, a short-term intervention is required, such as the Navigator programs. If students do not obtain the instructional support of such an intervention that targeted to their needs, it is likely that they will fall further behind and eventually require a replacement acceleration course to catch them up with their peers. Our Ramp-Up courses are designed for these students. As is evident from the following table, our approach to meeting student needs is consistent with the approach taken by Response to Intervention models.

Situation of Student	Needed by Student	Intervention	Tier of Instruction
Keeps up with coursework	Regular instruction	Instruction aligned with standards	Tier 1: Core Instructional Program
Struggles with some assignments	Extra feedback on work, thinking	Focused teaching with classroom Q&A, partner work, teacher help	
Not bringing enough from earlier lessons each day	Extra support with regular program	Addition of homework clinic, tutoring, attention beyond class	
Misconceptions disrupt participation; misunderstanding disrupts learning	In-depth concentration on troublesome concepts	Sustained supplementary instruction in addition to the regular program, using special materials, e.g., Navigator	Tier 2: Supplementary Instructional Support
Two or more years behind,	Intensive acceleration	Double-period Ramp-Up	Tier 3: Intensive Academic

Situation of Student	Needed by Student	Intervention	Tier of Instruction
misconceptions from many years	course	course	Acceleration

In this typology of student needs, the first three rows in the chart align with Tier 1 of Response to Intervention: these rows serve to distinguish the needs of certain students, at different times, within the core instructional program. The fourth and fifth rows align with Tier 2 and Tier 3 of Response to Intervention, respectively. This typology of student circumstances and needs provides a tool for analyzing schools' provision of an appropriate range of services to make certain that each student has access to a rigorous academic program. To ensure such access, we offer the following services related to curriculum.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

SEE DETAILED TIMELINE FOR PROFESSIONAL DEVELOPMENT, SERVICES, ACTIVITIES & DELIVERABLES IN ATTACHMENT 1. A detailed three year implementation and evaluation plan will be created as a part of the Diagnostic process that occurs during our pre-implementation activities.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	55	65	75	85
Mathematics	30	42	55	70

Our annual goals are represented in raw achievement scores. Our goal is a 10% increase in reading score each year of the grant. In math, we expect interventions to provide a more substantial gain in student achievement. Our goals increase each year accordingly.

An additional goal not represented in the chart is to reduce the number of students who are level 4 in proficiency. The data listed below denotes the proficiency level 4 numbers in the school data last year. Our goal is to reverse this trend and reduce the number of students who are scoring in level 4 by 10 percentage points in year one and 5 in subsequent years.

Changes in % of students at level 4 on the 2010 MME			
	2009 % at Level 4	2010 % at Level 4	Change
Reading	32	26	-6%
Writing	15	10	-5%
Math	68	64	-4%
Science	53	44	-9%
Social Studies	23	14	-9%
Totals	191	158	-33%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Harper Woods High School has based our School improvement grant on the process of collaboration, including the involvement of parents, the community, and outside experts. As we developed the plan, the Leadership team at HWHS developed a School Improvement grant team consisting of teachers and administrators that worked with the union, board, community, parents, and all other stakeholders to ensure that all voices were heard and perspectives considered in the development of this grant. HWHS held parents forums, teacher meetings, and created "wiki" websites to solicit ideas regarding the development of the School Improvement Grant. On four occasions "updates were presented at Board of Education meetings, allowing the school community to provide feedback in the development of the grant. The perspectives of parents were closely considered in development of this grant. It is our belief that the community and parents must have voice and buy-in for this school transformation to truly be successful.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The Pearson school design model ensures that we build the capacity of our staff to truly transform our teaching and learning culture. Through job-embedded professional development, intensive coaching, the establishment of model classrooms, implementation support along with monitoring and evaluation.

We know that effective change required increased capacity across the organization. We know that building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; accordingly, we use modeling and coaching to provide scaffolded support to district leadership, school leadership, and teachers as they develop their roles. Consistent with this theory of change, each aspect of the implementation

process and of the support Pearson School Design provides for implementation is designed to scaffold development of capacity for sustained improvement.

We understand the idea of scaffolding to include modeling of practices, where appropriate, as well as shoulder-to-shoulder coaching, co-planning activities, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. We regard processes such as debriefing activities and using transparent facilitation as important aspects of scaffolding. And we treat seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles.

This approach is reflected in the design of our professional development and, especially, in the way our field services teams provide onsite technical assistance and coaching.

We believe that our transformation plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Pearson's comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor, monthly principal cohort conversations and trainings, and webinars with remote team members to support leadership focus on the implementation plan.
- The Pearson School Design team will train, mentor and support Harper Woods educators to become effective Instructional Literacy and Math Coaches (IC). This training includes a Coaching Institute, ongoing "at elbow" support from our Instructional Advisors who "coach the coaches" to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training. The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school.
- We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.
- Improved committee structures, volunteer opportunities and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing organization structures, commitments and daily practices that align with learning focused environment.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student. This commitment to collaboration will begin in the 2010-2011 school year with our increased time devoted to professional learning.
- In Years 2 and 3, Pearson School Design Team will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away. In addition, the principal will be able to confidently support this process because of his increased leadership capacity as a result of the ongoing professional learning opportunities received during the 2010-2011 school year.

The entire organization will be involved in our transformation efforts. Therefore, our partnership with Pearson will also include building capacity within the school board and within district leadership.

The first requirements for building school board capacity to oversee and implement the Pearson School Design partner activities is the provision of information and establishment of ongoing communication about the transformation process. This will begin with a formal presentation of the findings in the comprehensive Diagnostic Assessment and the subsequent development of the implementation and evaluation plan. The school board should participate in this process and have the opportunity to understand the implementation plan in detail.

As implementation proceeds, there are a variety of means through which the school board can be kept apprised of progress and participate directly in monitoring implementation. This includes:

- Periodic presentation by schools of their school portfolios which contains artifacts that provide evidence of implementation;
- Board visits to schools to meet with the principal and leadership team, visit classrooms, and discuss implementation progress.

Finally, reports of implementation evaluation are provided for the district and should be presented to the school board and the board should have the opportunity to discuss their contents and any proposed adjustments to further plans that have made in light of data collected on implementation progress.

Building the capacity of the district superintendent, assistant superintendents, human resource directors, and fiscal officers to oversee and implement the Pearson School Design activities is a primary part of the role of the Achievement Advisor (and other team members).

The capacity building process formally begins during the period of the comprehensive diagnostic review. It began informally with our frequent visits to the district to gather preliminary information to commence our partnership. Engagement of key district staff in the diagnostic process is encouraged. In addition, the Achievement Advisor (and other team members) shares the findings of the Needs Assessment and the resulting Profile and Plan with the district superintendent and leadership to assist in achieving alignment and coherence of plan with the districts systems and operations, and to build commitment to the successful implementation of the school plan.

We work to maintain a high level of collaboration with the district superintendent and key district staff throughout the period of implementation. Each aspect of this collaboration is designed to build district capacity. Among specific areas for collaboration are the following.

- The Achievement Advisor (and other team members) meets regularly with the superintendent to discuss project implementation and problem solve issues as they arise, including issues relating to alignment of systems, operating flexibility, etc.
- The Achievement Advisor (and other team members) attends the superintendent's cabinet meetings periodically to engage in discussion of the goals of school turnaround/transformation and facilitate discussion of issues arising in the implementation process.
- The Achievement Advisor (and other team members) and staff work directly with appropriate district staff on key aspects of implementation, including teacher and school leader effectiveness, extending learning time, providing operating flexibility, and building community involvement and engagement.
- The Achievement Advisor (and other team members) superintendent establish a regular process for visiting schools, together with key district staff, to meet with school leadership teams and participate in Focus Walks, guided by protocol, and for debriefing these school visits and identifying matters requiring further attention to support effective implementation at school and district level, and strategies for addressing them.

- Key district staff members are encouraged to attend professional development activities and to shadow field services staff as they conduct onsite technical assistance and coaching, in order to develop familiarity with the content and approaches being implemented.

Most superintendents assign responsibility for liaison on project management to a senior staff member. Depending on the size of the project, this may even be a dedicated role. We endeavor to work closely with the district liaison and to involve the liaison in every aspect of the project, ranging from attending school leadership team meetings to participating in Quality Reviews. We also meet regularly with the district liaison share reports, analyze progress data, and problem solve issues as they arise.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

SEE ATTACHMENT TWO FOR THE BUDGET.

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	64,870
Student Data	
Dropout rate	
Student attendance rate	91.9
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	21
International Baccalaureate	n/a
Early college/college credit	54
Dual enrollment	60
Number and percentage enrolled in college from most recent graduating class	TBD
Student Connection/School Climate	
Number of disciplinary incidents	622
Number of students involved in disciplinary incidents	279
Number of truant students	112
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	94

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

- *Todd R. Biederwolf was appointed superintendent in June of 2009.
- *A new position, Director of Academic Accountability and Student Services was created in August of 2010, in which Heather Blum was appointed.
- *Thomas Parker was appointed Principal of Harper Woods High School in August of 2010.
- *Peter Newman transitioned from being the former Principal of the high school to the Secondary (grades 7-12) Assistant Principal and Athletic Director.

- *A new position, Dean of Students, was created in September of 2010 and Maurice Bulls was appointed to the position.
- This was an intentional restructuring of the administrative team for the high school and school district. The Director of Academic Accountability and Student Services focuses on curriculum and instructional supports for teachers, whereas the Dean of Students focuses on discipline and culture of the secondary campus. This allows the secondary principal to be an instructional leader.

2. Include student data in teacher/leader evaluation

The evaluation system has been reviewed and the new procedures are in place. The revised evaluation system has been sent to the board's Human Resources Committee to review. There is no contractual agreement in place yet, but negotiations are underway and we anticipate a successful resolution. The evaluation system will be standards-based, using a continuum rubric (like Danielson's model) and reflect student achievement data as well as student growth data that will be possible with our expanded formative assessment and data collection system.

3. Evaluations that are designed with teacher/principal involvement

The Redesign committee has been involved in the process as well as the principal and administrative team. The HWEA and administration have a letter of agreement that includes the development of a teacher evaluation system as a portion of the PLA designation, required redesign plan, and SIG application.

4. Remove leaders/staff that have not increased achievement

Currently, no teachers have been reassigned or removed. The administrative team was restructured. The Principal was removed as per the requirements of the transformation model. We will review all staffing positions to align teacher expertise and student need. Staff will be assigned to teaching positions based on the status as Highly Qualified and expertise in instructional content. Our intent is to build capacity of all teachers to improve instruction. HWEA and the district have a letter of Agreement to develop an evaluation system with a substantial student achievement portion.

5. Provide on-going job embedded staff development

Our transformation plan includes many opportunities for professional development. Our work will begin summer 2011 and provide training in: Rituals and routines, Reader's, Writer's and Math Workshop model, coaching training, Leadership training, Standards-based instruction. Professional Development will be supported throughout the school year (years 1, 2, and 3) with the creation of model classrooms, modeling and at-elbow support from our instructional coaches, teacher collaboration. This will all continue and we will add Learning Teams in year 2 and year 3 to provide a structured protocol for teacher collaboration and lesson study on the effectiveness of teaching and learning. In addition, the administrative team will receive ongoing job-embedded support.

6. Implement financial incentives or career growth or flexible work conditions.

Professional incentives, including opportunity for career growth and flexible work conditions will also be implemented. Certainly the greatest incentive to teachers is the opportunity to truly make a difference in the lives and career paths of

our students. Watching the “ah ha” moments as students comprehend challenging content provides a personal reward that is hard to match with financial reward. It is the compelling reason we became teachers in the first place.

Recent studies show that establishing and sustaining teacher learning teams in Title I schools can significantly **increase student achievement** (Gallimore et al., 2009⁴). In addition, results from a five-year study of Pearson’s collaborative Learning Teams model indicate that Learning Teams provides more focus in grade-level and ILT meetings on student academics, systematic instructional improvement and **retention** as teachers become empowered with greater instructional decision-making.

Extending our school day and adjusting our school calendar will provide opportunities for teacher choice. Some teachers may benefit from a later start time while staying later in the day or working on Saturday. Others may benefit from extended opportunities to teach, with additional pay, during our summer school and other extended learning opportunities. Still others may enjoy the opportunity of leading students to delve deeper into a particular topic or content that accelerates learning through enrichment topics that hold special meaning for them.

Opportunities for career growth: Our school will identify teacher leaders representing every content/grade level to become facilitators of teacher work groups that will become Learning Teams. These teacher-leaders will meet each month as the Instructional Leadership Team (ILT) to analyze assessment results, monitor the progress of school improvement, debrief teacher workgroup meetings, and plan for upcoming Learning Teams meetings. In addition, one of these teacher-leaders will potentially be selected to be trained as a Learning Teams Advisor, providing a unique leadership career path, which may include the school within a school redesign.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Diagnostic screeners will be used to identify students with skill deficiencies that are several years below grade level for our Tier 3 replacement curriculum as well as for our supplemental tier 2 curriculums. We will increase the use of pre and post test that are aligned with the MI standards to measure student growth frequently. We will also utilize formative assessment data for students needing enrichment classes as well as additional support that can be provided through our Advisory Period, the Learning Center, and with the support of our City Years tutors.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

By aligning our instructional materials and our assessment data collection system, we will be able to generate real-time reports to analyze student strengths and challenges in their instructional understanding. Teachers will have collaborative planning time to review student formative data and plan instruction and instructional groupings accordingly. Our staff is committed to consistently using data to inform tiered instruction for all students as we learn to create formative assessments that are linked to MI state standards. The data can then be used to flexibly group students for instruction, either in the classroom or in settings created for intensive remediation. All data sources will be analyzed in detail to develop personalized learning plans for students. Through intensive job-embedded professional development, the implementation of effective instructional strategies will improve quality first instruction. Data will uncover the students who are in need of tier two and tier three instruction. As teachers become more efficient users of data, students will be provided interventions to help them reach mastery on learning targets.

The Pearson School Design model uses a 3–Tier instructional framework (e.g., Vaughn, Wanzek & Fletcher, 2007) which suggests three mandatory elements to enhance student learning and reduce the number of students who become at-risk for problems in a content area:

- **Research-based core program** which focuses on the critical elements of effective instruction in the targeted content area (e.g., reading, math).
- **Progress monitoring** of all students is administered regularly to determine instructional needs and to guide instructional decisions.
- **Ongoing professional development** focuses on progress monitoring, elements of a successful program in the targeted content area, and features of effective instruction (e.g., independent and cooperative learning, scaffolded learning).

9. Provide increased learning time

- a. Extended learning time for all students in the core areas....
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...
- c. Teachers to collaborate, plan and engage in professional development

Through the extension of our school week by 4 hours, (3 instructional hours and 1 hour for professional learning), we have increased learning time by approximately 115 additional hours of instruction, which is a 10.5% increase in time. By requiring year long academic classes, we have increased core instruction by 41 hours, a 27% increase. We are also maximizing the use of school facilities to extend and enrich learning experiences beyond the traditional school day, school calendar or school building through the Learning Center. We will also maximize the use of technology supported instructional tools so that learning is not limited by the school calendar or the walls of the school. The Learning Center is expected to add approximately 500 hours to the school day. Time for supplementary support (Tier 2 interventions) needs to be scheduled in addition to these periods of time for the core instructional program. Again, the schedule needs to provide for a double period each day for students taking Ramp-Up Literacy or Ramp-Up Mathematics (Tier 3 interventions; replacement acceleration courses). It should be expected that some students will require both Ramp-Up programs; this has important implications for the master schedule and we will redesign our master schedule to provide these opportunities. We will create a comprehensive professional development calendar that focuses on professional learning, ongoing coaching, support, and modeling, common planning, and teacher collaboration. HWHS has four designated district professional development days that can be used in a variety of ways to support the school improvement plan.

9. Provide ongoing mechanisms for family and community engagement

In the past, parental engagement at HWHS has been limited to Parents Club, Parents on Campus and Dads Club. The primary purpose of these clubs is fund raising to support scholarships, school clubs, and athletics. We look forward to involving parents more deeply in the school community since there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999^{xi}). Research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001^{xii}). To demonstrate our commitment to fostering parental involvement, we will identify a **Parent and Community Engagement Specialist**, who will coordinate all activities related to parent and community involvement including support of student attendance, identification of community resources, coordination of volunteer activities, etc. Increased parental and community support will lead to the following outcomes:

Higher achievement: We are committed to higher achievement for all our students and to partnering with parents and community members to create a shared vision and the expectation that all students will achieve.

Better attendance: While we have an overall daily attendance rate of over 90%, we have issues with students arriving to school and to class on time. An average of 52 students per day had no opportunity to learn, as they did not attend first hour class. In addition 39 students per day arrived to first hour class tardy. Collectively, 21% of our student body is late or missing first hour class. Many students are absent from school out on learning on other occasions through expulsions, suspensions, or being tardy. We want all students in school, on time, and ready to learn. Parents will be held accountable to the school for their student's attendance and encouraged to partner with us to get their child to school every day. The Parent and Community Engagement Specialist will coordinate volunteers to support student learning, monitor home/school connections, build community support, and coordinate efforts to improve student attendance. monitor attendance and provide other attendance related functions: Initiate contact with parents of chronically absent, tardy or truant students; Initiate legal proceeding if necessary; Develop an incentive program to promote positive attendance; Work with staff to identify root causes of absences, tardies and trancies.

We are committed to building a shared vision for school improvement with parents and community members through an Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, students, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives. We will seek to involve representatives from the Harper Woods Community Coalition, the Wayne County Prosecutor's Office, the Rotary Club, Beaumont Hospital, and CARE. To demonstrate our commitment to fostering parental and community involvement, we will identify a ***Parent/Community Engagement Specialist***, who will coordinate all activities related to parent and community involvement.

10. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

HWHS is fortunate to be the only high school in a small district. All stakeholders are very aware of the need to transform our school to improve student achievement. The superintendent has spearheaded the effort by chairing the committee to select a transformational principal, providing extensive orientation for the leadership team, and participating in the transformation through collaborative planning. All stakeholders will ensure that divisions do not create hindrances to our initiatives. All stakeholders will champion our efforts with the School Board and the community, providing resources and authority to make changes that will lead to transformation.

The signed letter of Agreement between Harper Woods School district administration and MEA-NEA Local 1-Harper Woods clearly indicates a commitment from all stakeholders in the transformation process. It includes the establishment of clear approaches to measuring student growth and providing teachers and administrators with relevant data on student growth. The evaluation systems are to evaluate job performance, taking into account multiple rating categories with student growth as a significant factor, while insuring teacher's ample opportunities to improve, and providing coaching and instruction support. As well, a signed letter states that teachers will commit to an increase of 4 hours per week of instructional time as long as the school remains on the PLA list. This is further indication of the commitment of all stakeholders and the operational flexibility the organization has to implement comprehensive and sustainable reform.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Our partnership with Pearson School Design will provide organizationally embedded support throughout the school. Our Achievement Advisor with Senior members of the Pearson team, together with our school teams, collaboratively develops an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan and the plan for sharing results.

Data collected during the Diagnostic Visit establishes a baseline that determines direction for our school's improvement plan. Ongoing data, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiatives in a timely manner.

Our comprehensive professional development plan will be aligned with the standards of the National Staff Development Council.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.
2. Institute a system for measuring changes in instructional practices that result from professional development.

Classroom observations will be supported by a web-based application, Teacher Compass to provide our teachers and principal with teacher performance data. This tool can be used to disaggregate results rapidly and generate easy-to-read reports and graphs related to various performance indicators. In addition, the web-based application includes prescriptive resources to support ongoing feedback related to classroom observation data. Ongoing support will also be provided with Learning Walks and the implementation of Learning Teams.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

We will conduct a full curriculum audit. We know that the vast majority of our curriculum materials are terribly outdated. We will identify curriculum materials that will ready us to implement the Common core standards. We will also monitor the new curriculums to make sure that they are being implemented with fidelity. As part of this curriculum audit, we know that in a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum and the fidelity with which the curriculum is implemented, we will:

- Review the information gathered during the diagnostic phase to determine alignment and quality of the curriculum.

- If misalignment is evident, The Pearson School Design Team will work with HWHS to effectively align our school's curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade and to best prepare them for the rigorous performance expectations of Honors, AP courses, and the pending implementation of the Common Core standards.
- Develop aligned teaching guides that explicitly direct teaching.
- Instruct staff members how to unwrap the standards and identify clear learning targets aligned to the standards and specific student's needs.
- Implement the mastery learning model so that learning targets are taught to mastery with the support needed to make sure every student is able to meet the expectations.

5. Implement a school wide Response to Intervention model.

Our RTI program will involve increasing the quality of core instruction first by creating a common language of instruction that include rituals and routines for student academic behavior and engagement and the inclusion of the workshop model in math, reading and writing. Then, using screeners, diagnostic and formative assessments, students will be placed into Tier 2 (Navigator) and Tier 3 (Ramp-up) interventions. In addition, tutoring and small group, short-cycle interventions will be available through our Learning Center and with the City Years program. We will also offer credit recovery through Nova Net.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

We will provide professional development for teachers on differentiating instruction and classroom management as it relates to special needs students. This will provide additional knowledge and skills for the teachers to address accommodations and to help students meet their IEP goals. ELL is not a concern for us.

7. Use and integrate technology-based interventions.

We have several systems in use that offer technology-based interventions. Nova Net for credit recovery, enrichment, and acceleration through Advanced Placement courses, Study Island, Scantron Performance series, Zangle, and early warning system, and the new data warehouse system that provides a comprehensive student information record. We are investigating expanding the use of technology through e-book readers and netbooks to make technology more accessible and portable for students as well as increase their curricular options. The careful review of our data suggests that the Learning Center, with our Digital Learning Academy, will provide additional learning opportunities for the group of our students that are on the cusp of proficiency to maximize their growth.

With the title funds this summer we will be purchasing technology based programs for students. We will purchase IPADs, E readers, and Laptops for our Technology based summer program. This is also include READ 180 and Criterion writing service.

In addition, the Learning Center, with our Digital Learning Academy, will provide additional opportunities for our students to use technology more frequently. With the purchase of the mobile computing devices, and the extended hours of the Learning Center, our students will have more equitable access to technology since many do not have access to technology in the home and rely on it at school.

8. Increase rigor through such programs as AP, IB, STEM, and others.

This year (2010-2011) we offered our first AP course, American History. We are considering offering math and English AP courses to enhance the dual enrollment courses, college course enrollment for our upper classmen. We are investigating the possibility of using Nova Net for additional Advanced Placement courses such as Biology, Calculus, Statistics, US History, and World History. In order to build a comprehensive Advanced Placement program, we will create a plan that begins with the use of Nova Net Advance. This system allows us to increase the number of students that are able to participate in AP classes without incurring the additional costs associated with additional staff members. If the technology based course offerings prove successful, we will consider adding a course or two each year, depending on enrollment. Our goal is to provide Advanced Placement courses initially in English Language and Composition, English Literature and Composition, Economics, and other courses that align with our school within a school model. Future plans may include an expanded Honors program for middle school students, ensuring future students are prepared for the rigor of AP courses. So that our students will be successful in these academically rigorous courses, we will provide study skills and support through the Advisory periods, Freshman Seminar, and College Summit.

9. Provide summer transition programs or freshman academies.

To increase the success rate as our students transfer from HWMS as well as incoming freshmen, we must develop an environment that provides safety nets for freshmen. Those safety nets include:

- ✓ Freshmen only teachers whose goals include getting to know their students and their needs so that they feel more comfortable asking for help
- ✓ Freshmen curriculum for Student Advisory period
- ✓ Core academic classes where teachers work together to coordinate projects and homework.
- ✓ Freshmen-only skill labs that reinforce basic skills
- ✓ After-school freshmen-only programs that cover topics like time management, test-taking skills and conflict resolution

Freshman Seminar (FS) is the advisory course offered during the first semester of ninth grade designed to address and remedy issues students face in that transition from middle school to high school. This course needs to be differentiated to meet the need of all students; In-depth lessons use a variety of both innovative and traditional teaching techniques including: long-range projects, cooperative learning activities, and reflective journal writing. Students practice the note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their real lives outside of school. They learn more about themselves and their futures in the worlds of postsecondary education and careers as they prepare to choose a career pathway and a program of study in the new school model. Our goal is that every incoming freshman will succeed academically and socially. Our belief is that these safety nets will result in a decreased dropout rate in the high school with an increase in student participation, thereby improving students' academic success in 9th grade and fostering continued success throughout their high school career.

11. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

Harper Woods High School currently offers credit recovery through Nova Net. During the 2009-2010 school year, 299 course credits were recovered using this intervention. We are expanding our use of Nova Net and also expanding our

technology by acquiring Netbooks. In addition, we will implement a distributed counseling program “advisory period,” in which each teacher (or other staff member) serves as an advisor to a group of students, often smaller than typical class size, that meets several times a week to provide the “social supports” described by Bryk et al (1993). To enable greater “academic press,” social supports can include a range of approaches and activities such as: discussions of academic and social issues relevant to students’ lives, including academic goal-setting; college preparation and counseling, study skills, and adolescent development issues and concerns. The proposed Harper Woods Advisory class teachers will remain with their same group of students over the course of their high school career. For this reason, Wasley and Lear (2001) argue the advisory program is “the single most important design element for making possible a high level of personalization...” The teacher can “confront and challenge students about their performance in ways not typical in large high schools” (p. 23). A major structural change in the school includes dividing the students into three high performing college predatory divisions: School of Math/Science and Technology, School of International Business, Marketing and Entrepreneurship, and the School of Fine, Performing and Liberal Arts.

11. Establish early warning systems to identify students who may be at risk of failure.

Those students with identified curricular gaps will then have an individual action plan to close that gap. This plan may include: the restructuring of courses, extended learning opportunities, computer based software/programs and the advisory period. Teachers will also monitor student progress during teacher collaboration and common planning and will be further formalized with structured protocols in Learning Teams during the second year of our partnership with Pearson. The online screeners will help pinpoint specific skill deficiencies for students to assure accurate placement in intervention programs and to assure that once the skill deficiencies are eliminated, they are in the grade level curriculum.

Armed with data from Zangle, an early warning system to identify at-risk students and/or potential dropouts, we believe this intervention will increase our graduation rate and decrease course failure. The PULSE data from the student information system can also be used to identify students who need additional instructional supports to reach expected levels of academic achievement. The current demand for credit recovery is large as many students are failing mandated classes. We currently use Study Island and Nova Net, but these resources are limited and the demand far exceeds our supply. We will expand this capability with funds from our SIG grant.

In addition, the increase rigor and relevance of quality first instruction will reduce the number of disengaged students which will result in an increase in students attending and passing classes. We will be investigating a staggered end to each term, allowing students in danger of failing to demonstrate proficiency in the skill areas in which they have struggled throughout the term. Smaller class sizes will contribute to this success. For those students that have already demonstrated proficiency in the clear learning targets associated with each course, we would offer high interest intercession courses, keeping them engaged, appealing to their interests, and serving as an incentive for other students to aspire to in the subsequent trimester.

12. Partner with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.

City Year partners with local schools to provide one-on-one or small group tutoring, assist teachers in classrooms, organize student councils and service clubs, lead recreational activities and art projects, and teach social issues curricula about community building, the environment, poverty and violence.

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

With an agreement with our local Education Association, our instructional staff will work four additional hours each week. Three additional instructional hours of direct instruction will be added to the school week for students and one additional hour of professional development and collaboration time will be added for teachers. This letter shows the commitment of the staff to raise student achievement through increased instructional and collaborative time. This increased learning time is approximately 115 additional hours of instruction, which is a 10.5% increase in time. As we move forward with our planned redesign, we will examine the reorganization of the master schedule and the possibility of elongating our core academic (math, science, english and social studies, as well as world language) courses to span the entire school year. We are also instituting an advisory period with grade specific curriculum which will be use to create positive relationships with teachers and students.

14. Implementing approaches to improve school climate and discipline.

Our transformation design would focus on the “Looping” characteristics of the advisory periods, allowing students to bond with the same teacher for grades 9-12, specific core content enrichment tied to these academies, the development of elective courses to support these academies, specific college visitations that support the chosen career pathway, and internships to learn firsthand the benefits of certain career paths. We believe this will increase student engagement, student pride in their school community and thereby increase our sense of school wide community and decrease discipline issues. The ‘looping’ nature of the advisory period will also generate positive relationships between teachers and students which will also reduce discipline issues.

We will invite community partners to offer mini-sessions during advisory, provide internships and guest speakers, as well as support their specific academy with materials and resources that are used in that particular career path. Community Partners could meet with the collaborative teacher teams to identify ways to infuse job specific skills and assignments into lesson plans. Field trips and job shadowing would help our students clarify their career paths and recognize a relevant purpose for learning.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
16. Allow the school to be run under a new governance arrangement.
17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 per cent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Attachment C—Restart Model

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
 2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
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ii Duke, D. (2004). The turnaround principal: High stakes leadership. *Principal Magazine*, 84(1), 12-23.

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TIMELINE ATTACHMENT #1

PEARSON SCHOOL DESIGN MODEL PROFESSIONAL DEVELOPMENT, SERVICES, ACTIVITIES & DELIVERABLES

Professional Development and Ongoing Technical Assistance	YEAR ONE
Orientation <ul style="list-style-type: none"> Leadership Team (Principal, Assistant Principal, Coaches, Parent Community Outreach Coordinator) 	1 day
Leadership Institute <ul style="list-style-type: none"> Principal Assistant Principal 	4 days (2-2)
Principals Networks <ul style="list-style-type: none"> Principal Assistant Principal(s) or Leadership Team member 	6x
Learning Teams <ul style="list-style-type: none"> Learning Teams Readiness Introduction for administration (Yr 1) Learning Teams Launch Institute – ILT and administration (Yr 2) Facilitator training (Yr 3) 	1 day
Team Building for Lower Division <ul style="list-style-type: none"> 8th and 9th grade teams Guidance counselors 	2 days
Team Building for Upper Division <ul style="list-style-type: none"> 10th, 11th, 12th grade teams Guidance counselors 	2 days
Literacy Institutes: On-Grade <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and English teachers Training in Rituals and Routines Training in Reader's and Writer's Workshop 	5 days
Literacy Institutes: Ramp-Up (Tier 3) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up Literacy (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Two additional teachers or two teachers newly designated to teach RUL, and returning RUL teachers (Stage Two) Returning RUL teachers (Year 3) 	6 days (4-1-1)
Literacy Navigator (Tier 2) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and teachers designated to use the program 	Technical Assistance embedded on-site
Math Institutes: On-Grade <ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two math teachers Training in Rituals and Routines. Training in Workshop Model 	5 days
Math Institutes: Ramp-Up (Tier 3)	6 days

Professional Development and Ongoing Technical Assistance	YEAR ONE
<ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up to Algebra (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Math Coach, two additional teachers or two teachers newly designated to teach Ramp-Up to Algebra, and returning Ramp-Up teachers (Stage Two) Returning Ramp-Up teachers (Stage Three) 	(4-1-1)
Mathematics Navigator <ul style="list-style-type: none"> Math Coach/Department Chair, Intervention Specialist, and two math teachers Pedagogy and instructional strategies 	Technical Assistance embedded on-site
Standards-Based Instruction <ul style="list-style-type: none"> Whole-faculty workshop 	1 day with ongoing job-embedded support
Science, Social Studies, and Electives Institute <ul style="list-style-type: none"> Science Department Chair and two science teachers (grades 9 & 10) Content literacy; rituals and routines; workshop model 	2 days
Coaching Institute	2 days
AVID Conference	5 days
AP Conference	4 days
Link Crew Training	3 days
America's Choice Conference	3 days

Professional Development and Technical Assistance	YEAR TWO
Orientation <ul style="list-style-type: none"> Leadership Team (Principal, Assistant Principal, Coaches, Parent Community Outreach Coordinator) 	1 day (new staff)
Leadership Institute <ul style="list-style-type: none"> Principal Assistant Principal 	4 days (2-2)
Principals Networks <ul style="list-style-type: none"> Principal Assistant Principal(s) or Leadership Team member 	6x
Learning Teams <ul style="list-style-type: none"> Learning Teams Readiness Introduction for administration (Yr 1) Learning Teams Launch Institute – ILT and administration (Yr 2) Facilitator training (Yr 3) 	2 day
Team Building for Lower Division <ul style="list-style-type: none"> 8th and 9th grade teams Guidance counselors 	2 days
Team Building for Upper Division <ul style="list-style-type: none"> 10th, 11th, 12th grade teams 	2 days

Professional Development and Technical Assistance	YEAR TWO
<ul style="list-style-type: none"> Guidance counselors 	
Literacy Institutes: On-Grade <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and English teachers Training in Rituals and Routines Training in Reader's and Writer's Workshop 	5 days
Literacy Institutes: Ramp-Up (Tier 3) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up Literacy (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Two additional teachers or two teachers newly designated to teach RUL, and returning RUL teachers (Stage Two) Returning RUL teachers (Year 3) 	New teachers 6 days (4-1-1) Returning teachers 2 days (summer)
Literacy Navigator (Tier 2) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and teachers designated to use the program 	Technical Assistance embedded on-site
Math Institutes: On-Grade <ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two math teachers Training in Rituals and Routines. Training in Workshop Model 	5 days
Math Institutes: Ramp-Up (Tier 3) <ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up to Algebra (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Math Coach, two additional teachers or two teachers newly designated to teach Ramp-Up to Algebra, and returning Ramp-Up teachers (Stage Two) Returning Ramp-Up teachers (Stage Three) 	New teachers 6 days (4-1-1) Returning teachers 2 days (summer)
Mathematics Navigator <ul style="list-style-type: none"> Math Coach/Department Chair, Intervention Specialist, and two math teachers Pedagogy and instructional strategies 	Technical Assistance embedded on-site
Standards-Based Instruction <ul style="list-style-type: none"> Whole-faculty workshop 	ongoing job-embedded support
Science, Social Studies, and Electives Institute <ul style="list-style-type: none"> Science Department Chair and two science teachers (grades 9 & 10) Content literacy; rituals and routines; workshop model 	5 days (3-2)
Coaching Institute	2 days
AVID Conference	5 days
AP Conference	4 days
America's Choice Conference	3 days

Professional Development and Technical Assistance	YEAR THREE
Orientation <ul style="list-style-type: none"> Leadership Team (Principal, Assistant Principal, Coaches, Parent Community Outreach Coordinator) 	1 day (new staff)
Leadership Institute <ul style="list-style-type: none"> Principal Assistant Principal 	4 days (2-2)
Principals Networks <ul style="list-style-type: none"> Principal Assistant Principal(s) or Leadership Team member 	6x
Learning Teams <ul style="list-style-type: none"> Learning Teams Readiness Introduction for administration (Yr 1) Learning Teams Launch Institute – ILT and administration (Yr 2) Facilitator training (Yr 3) 	2 day
Team Building for Lower Division <ul style="list-style-type: none"> 8th and 9th grade teams Guidance counselors 	2 days
Team Building for Upper Division <ul style="list-style-type: none"> 10th, 11th, 12th grade teams Guidance counselors 	2 days
Literacy Institutes: On-Grade <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and English teachers Training in Rituals and Routines Training in Reader's and Writer's Workshop 	5 days
Literacy Institutes: Ramp-Up (Tier 3) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up Literacy (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Two additional teachers or two teachers newly designated to teach RUL, and returning RUL teachers (Stage Two) Returning RUL teachers (Year 3) 	Returning teachers 2 days (summer)
Literacy Navigator (Tier 2) <ul style="list-style-type: none"> Literacy Coach, Intervention Specialist, and teachers designated to use the program 	Technical Assistance embedded on-site
Math Institutes: On-Grade <ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two math teachers Training in Rituals and Routines. Training in Workshop Model 	5 days
Math Institutes: Ramp-Up (Tier 3) <ul style="list-style-type: none"> Math Coach, Intervention Specialist, and two teachers designated to teach Ramp-Up to Algebra (Stage One) <i>Supervisors' training occurs as part of a Principals Network.</i> Math Coach, two additional teachers or two teachers 	Returning teachers 2 days (summer)

Professional Development and Technical Assistance	YEAR THREE
<ul style="list-style-type: none"> newly designated to teach Ramp-Up to Algebra, and returning Ramp-Up teachers (Stage Two) Returning Ramp-Up teachers (Stage Three) 	
Mathematics Navigator <ul style="list-style-type: none"> Math Coach/Department Chair, Intervention Specialist, and two math teachers Pedagogy and instructional strategies 	Technical Assistance embedded on-site
Standards-Based Instruction <ul style="list-style-type: none"> Whole-faculty workshop 	ongoing job-embedded support
Science, Social Studies, and Electives Institute <ul style="list-style-type: none"> Science Department Chair and two science teachers (grades 9 & 10) Content literacy; rituals and routines; workshop model 	5 days (3-2)
Coaching Institute	2 days
AVID Conference	5 days
AP Conference	4 days
America's Choice Conference	3 days

Phase I: Diagnostic Evaluation and Kick-off of Implementation (Pre-Implementation Activities)	
Summer 2011 – November 2011	
Year One Activities	Year One Deliverables
<ul style="list-style-type: none"> Kick-off district meetings to prepare for Pearson School Design implementation with participating district administrators to establish specific timelines. Presentation to both school sites on the Pearson School Design model, our partnership plan and an overview of the diagnostic review. Provide onsite support (Achievement Advisor) to improve teaching and learning conditions identified in the initial district-planning meeting that require targeted support. Collect baseline leadership data using the VAL-ED 360 assessment. Determine leadership goals/personal action steps. Analyze documents, such as student/teacher handbooks, school background, planning documents and test administered in district among other documents, from each school to support comprehensive diagnostic analysis. Conduct on-site diagnostics (classroom observations, review lesson plans; conduct interviews, focus groups, administer surveys to students, teachers, parents; review student artifacts for alignment to curriculum/level or rigor. Complete longitudinal student achievement analysis/trends. Analyze all achievement and perception data. Interpret data and present findings in a comprehensive report. Create Comprehensive Implementation Plan for School Improvement Review implementation plan with school, district and state stakeholders Adjust implementation plan in accordance with state and/or district requests Create evaluation plan aligned to implementation plan Conduct Intensive School Cluster implementation planning meetings throughout year, including: <ul style="list-style-type: none"> Presentation to school staff on phased implementation plan and aligned evaluation plan Selection of on-site Instructional Leadership Team (ILT) Initial curriculum guide evaluation and define needed work; determine teacher curriculum teams from each school in reading/math. Weekly teacher professional development aligned to initial needs of schools. Placement of Achievement Advisor Transition of students to 9th grade from the middle school 	<p>District level meeting to prepare for implementation with the school district administrators.</p> <p>Formal presentation to Harper Woods High School Staff to conduct overview of Pearson School Design model and school diagnostics.</p> <p>Diagnostic Evaluation Report measuring school progress on Pearson School Design school improvement continuum.</p> <p>Presentation to each school staff, faculty & administration on diagnostic findings.</p> <p>Theory of Action/Implementation Plan written for Harper Woods High School.</p> <p>Evaluation plan aligned to implementation plan</p> <p>Establishment of community partnerships and committees to support the school improvement implementation plan with scheduled meeting dates.</p> <p>Teacher Professional Development workshop on “Unwrapping the Standards” for curriculum teams.</p> <p>Meet with curriculum team; establish meeting times, purpose, and outcome of work.</p> <p>Initial training and formalization of Instructional Leadership Team to embed instructional practices within teacher workgroups.</p> <p>Weekly teacher professional development sessions aligned to building a purposeful community.</p> <p>Placement of Embedded Staff at School Site to begin improvement work (teacher professional</p>

<p>will be supported by using screener assessments to identify skill level and the need for interventions or additional supports through Advisory and the Learning Center, our</p> <ul style="list-style-type: none"> • Placement of students in Tier 2 and Tier 3 interventions, beginning with summer school 2011 and continuing throughout the first semester in Math and Literacy Ramp-up program, Navigator, and credit recovery options using NovaNet. • Ongoing monitoring of student progress using benchmark assessment, ARO, a key component of Ramp-up and Navigator. • Professional Development for teachers using the Tier 2 and Tier 3 intervention program. 	<p>development, establishment of teams</p>
Phase II: Launch of the Implementation Plan	
December 2011–May 2011	
Year One Activities	Year One Deliverables
<ul style="list-style-type: none"> • Provide onsite support (Achievement Advisor) to improve teaching and learning conditions identified in the diagnostics that require targeted support. • Support from an on-site instructional coach to conduct and evaluate data, define focus of work & strategies needed. • Create and support conditions for teaching and learning through ongoing professional development. • Build leadership capacity through formal training and coaching by the Achievement Advisor to include weekly meetings looking at data, conducting site walk-thrus, discussing focus on teacher support through coaching. • Build positive school culture for student aspirations and community engagement • Continuously collect data to monitor progress and inform instruction • Implementation & monitoring of curriculum • Facilitate Leadership Team meetings • Launch of interim evaluation report for progress monitoring • Develop and prepare annual evaluation report • Implement interim formative assessments (reading, 	<p>Monthly Network Meetings</p> <p>Daily School Site-Specific services delivered to each school to include: classroom coaching support, professional development modules, data meetings, and curriculum development.</p> <p>Weekly professional development aligned to implementation plan, focused on building instructional capacity.</p> <p>Monthly School Site-Specific Services delivered to each school including a planning meeting between the Achievement Advisor and school site administrative team.</p> <p>Facilitation of the school's monthly Instructional Leadership Team meeting by the Achievement Advisor.</p> <p>Monthly Coordination Meetings with District office. We will work closely with the participating district leaders to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in years beyond the life of the project.</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of</p>

<p>writing, and math) and provide teacher/administrator training in the use of data to inform instruction.</p> <ul style="list-style-type: none"> • Begin process for Learning Team readiness. • Conduct implementation planning meetings. • School-within-a-school model will be introduced through the Advisory Period and through the weekly professional gatherings of staff. Staff will meet during early release professional development (in school level teams) to address the social and academic progress of students. 	<p>annual reports. Evaluation will include reports on implementation status of school improvement plan, an overall implementation checklist from each site; surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results.</p> <p>Yearly one-day Follow-Up Leadership Training Institute for School Leadership Teams delivered each winter of the project.</p> <p>Two district-level meetings to prepare for LT implementation with the participating district administrators</p> <p>Two half-day meetings for LT Introduction and Institute preparation to be delivered to school administrators; delivered the semester prior to the semester they begin implementation</p>
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Phase III: Continued School Improvement Implementation & Introduction of Collaborative Workgroups	
June-July 2011	
Year Two Activities	Year Two Deliverables
<ul style="list-style-type: none"> • Assess progress, strengths, and weaknesses and co develop 2011-2012 plans • Conduct two-day Summer ILT Leadership Institute (July) to include instructional leadership teams & principal. • Develop curriculum guides with identified groups of teachers in conjunction with identified teacher teams from each school in reading/math. • Conduct summer workshops (as defined by diagnostic process). • School-within-a-school model will continue to be developed through one elective course for each of the three schools as well as the potential of student clubs or high interest mini-courses. 	<p>Two-day Learning Teams Training Institute for School Leadership Teams (facilitators, site-administrators, content experts) from all participating schools delivered each summer of the project.</p> <p>Five-day Summer Teacher workshop focused on strategies identified within the implementation plan.</p> <p>Continued Refinement of Curriculum Guides with identified Harper Woods staff.</p>
August 2011-May 2012	
Year Two -Activities	Year Two - Deliverables
<ul style="list-style-type: none"> • Provide onsite support (Achievement Advisor and Instructional Coaches) to improve teaching and learning conditions identified in the diagnostics that require targeted support • Create and support conditions for teaching and learning 	<p>Monthly Regional Meetings for the school administrator(s) led by Pearson Senior Staff member.</p> <p>Monthly School Site-Specific Services delivered to each school including a planning meeting</p>

<ul style="list-style-type: none"> • Continued development of site leaders • Support the development of positive school culture for student aspirations and community engagement • Continuously collect data to monitor progress and inform instruction • Build effective teacher collaboration by establishing Learning Teams workgroups; settings, and protocols led by an onsite facilitator. • Implement, measure, monitor, and adjust improvement elements in the Learning Teams setting • Support of Instructional Coaches to provide regular classroom support • Achievement Advisor provides regular school support 	<p>between the Achievement Advisor and school site administrative team, participation in the school's monthly Instructional Leadership Team meeting, and visitation to one teacher workgroup at each site each week by the Achievement Advisor</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports. Evaluation will include reports on implementation status of school improvement plan, an overall implementation checklist from each site; surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results.</p> <p>Monthly Coordination Meetings with District office. We will work closely with the participating district leaders to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in years beyond the life of the project.</p> <p>Yearly one-day Follow-Up Leadership Training Institute for School Leadership Teams from all participating schools delivered each winter of the project.</p>
June-July 2012	
<p>Year Three Activities</p> <ul style="list-style-type: none"> • Assess progress, strengths, and weaknesses and co-develop 2012-2013 plans • Conduct two-day Summer ILT Leadership Institute (July) to include instructional leadership teams & principal. • Continue develop/refinement of curriculum guides with identified groups of teachers in conjunction with identified teacher teams from each school in reading/math. Harper Woods Public Schools would provide workspace and compensate teachers for their participation in this process. • Conduct summer workshops (as defined by diagnostic process). Harper Woods would provide facility and compensate teachers for participation in workshops. • The school-within-a-school will continue its development through the three schools: Math/Science Academy, International Business and Technology Academy, and a Fine & Performing Arts Academy. We will develop core 	<p>Year Three Deliverables</p> <p>Two-day Learning Teams Training Institute for School Leadership Teams (facilitators, site-administrators, content experts) from all participating schools delivered each summer of the project.</p> <p>Five-day Summer Teacher workshop focused on strategies identified within the implementation plan.</p> <p>Continued Refinement of Curriculum Guides with identified Harper Woods staff.</p>

<ul style="list-style-type: none"> content enrichment tied to these academies, the identification and development of additional elective courses specifically in support of these academies, specific college visitations and career pathway efforts tied to this, and college selections aligned with these interests would need to be undertaken as part of the implementation planning. 	
August 2012-May 2013	
Year Three Activities	Year Three Deliverables
<ul style="list-style-type: none"> • Provide onsite support (Achievement Advisor) to improve teaching and learning conditions identified in the diagnostics that require targeted support • Create and support conditions for teaching and learning • Continued development of site leaders • Support the development of positive school culture for student aspirations and community engagement • Continuously collect data to monitor progress and inform instruction • Build effective teacher collaboration by establishing Learning Teams workgroups; settings, and protocols led by an onsite facilitator. • Implement, measure, monitor, and adjust improvement elements in the Learning Teams setting • Support of Instructional Coaches to provide regular classroom support • Achievement Advisor provides regular school support 	<p>Monthly Regional Meetings for the school administrator(s).</p> <p>Monthly School Site-Specific Services delivered to each school including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly Instructional Leadership Team, and visitation to one teacher workgroup at each site each week.</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports. Evaluation will include reports on implementation status of school improvement plan, an overall implementation checklist from each site; surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results.</p> <p>Monthly Coordination Meetings with District office. We will work closely with the participating district leaders to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in years beyond the life of the project.</p> <p>Yearly one-day Follow-Up Leadership Training Institute for School Leadership Teams from all participating schools delivered each winter of the project.</p>

School Improvement Grant (SIG) II Proposed 3 Year Budget

District Name: Harper Woods School District

District Code: 82320

Building Name	Building Code	SY 2011/12	SY 2012/13	SY 2013/14	Building Total
Harper Woods High	01578	1,423,488	1,277,597	1,277,597	3,978,682
District Total for all 3 years					3,978,682

Instructions:

Please enter the requested information. Enter dollar amounts that each building is requesting for the three years of the SIG II. Enter the district total for the 3 years. Add more rows as necessary. Schools may request from \$50,000 up to \$2,000,000 per building per year. MDE will prioritize funding.

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Year 1 Pre- Implementation	Year 1 Implementation	Year 2	Year 3
\$48,100	\$1,375,388	\$1,277,597	\$1,277,597

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
110	Instruction – Basic Programs	SALARIES	Two Instructional Specialists (literacy & math) will provide “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice. In addition, the Specialists will monitor the implementation of the professional development; work with grade level teams on analysis of data and lesson planning; focus on pacing guides; and support Tier II & Tier III instruction. \$80,000 per year, per person. Director of Learning Center: \$80,000 per year, per person.
		BENEFITS	28% benefits
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	Laptop carts (two for Learning Center) MacBook Carts (2) plus four Mac 5 packs (\$70,000) (2) iPod Carts; E book readers (100 x 200.00)=\$30,000
		OTHER EXPENDITURES	AVID Conference- Summer 2011 Avid training for (2) teachers; Summer 2012 (2) teachers; (2) teachers summer 2013. AP Conference 2 teachers summer 2011; 2 teachers summer 2012, 2 teachers summer 2013. High Tech High Conference 2 teachers summer 2011; 2 teachers summer 2012; 2 teachers summer 2013. America's Choice National Conference Year 1 Leadership Team (10 members); Year 2 (10 teachers); Year 3 (10 teachers); Link Training (1 coordinator) Year 1

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
120	Instruction – Added Needs	SALARIES	Extended Learning Time (teacher instruction) & Summer School staffing (4 hours of instruction, 1 hr planning, 5 hours 4 days per week @\$20 per hour=) for 100 students (\$13,600 per year x 6 teachers 3 years=\$244,800). Staff salaries – additional professional learning time, Summer Work, conference attendance (22 teachers, 2 coaches, 1 instructional specialist) 120 hours per year per teacher=3,000 hours per year @23.00 per hour=\$69,000 (years 1,2,3) 28% benefits
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	Tier I & Tier II supplies and materials: Student e-book subscriptions; supplemental materials
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
210	Pupil Support Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
211	Tuancy/Absenteeism	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
212	Guidance Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
213	Health Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
214	Psychological Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
216	Social Work Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
220	Instructional Staff Services	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	Pearson School Design Model Comprehensive Support & Services
			External Lead Partner to provide on-site embedded support; diagnostic school review; theory of action & implementation planning process; evaluation; teacher professional development; leadership development; Learning Teams.
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
221	Improvement of Instruction	SALARIES	Substitute Teacher Pay for Teacher Training= Winter Institute: 10 teachers, two days ea = \$3,000 Teacher PD and Professional Development. HS teachers (one hour blocks – 5 subs x 2 x 10 months = 100 sub days = \$15,000) (Years 1, 2, 3) + Theory of Action \$4,500 (first year only)=\$19,500 year one; \$15,000 year 2; \$15,000 year 3)Sub needs for Teacher Professional Development: Daily rate \$150.00 (Yr 1=\$20,400; Yr 2=\$10,200; Yr 3=\$5,100) TOTAL=\$35,700
		BENEFITS	LLT – Learning Teams training for year 3 days, 1 person per grade level, 8 (spec ed, academic coach (8 teachers @30.00 per hour x 24 hours=\$5,760) (Years 1 & 2)=\$11,520

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
		PURCHASED SERVICES	<p><u>Pearson School Design Model Comprehensive Support & Services</u></p> <p>The K-12 Solution team will train, mentor and support Harper Woods educators to become effective Instructional Coaches (IC).</p> <p>The Instructional Coaches will be on hand to model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT), and practices and protocols will become part of our work culture as distributed leadership supports each teacher to become a knowledge driven decision maker.</p> <p>Committee structures and practices will be in place to effectively link home, school, and the community.</p> <p>A positive school culture will communicate and support high aspirations and expectations for all.</p> <p>Teachers will collaborative in small learning communities employing the Learning Team (LT) model. Learning Teams will effectively mentor and model effective instructional practices for new teachers that join our faculty, and support their becoming focused on meeting the needs of each student.</p> <p>In Years 2 and 3, K-12 Solutions will mentor and support one of our teachers to take on the role of advisor allowing this coaching model to continue.</p>
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
225	Instruction Related Technology	SALARIES	Certified Instructor for Digital Learning Academy: \$80,000 per year, per person.
		BENEFITS	
		PURCHASED SERVICES	Training for NovaNet modules \$3800
		SUPPLIES & MATERIALS	Additional NovaNet modules will provide credit recovery/AP options for up to 100 students. In addition \$17,500 per year (100 students) + 3,800 for training days=\$21,300

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	Technology Instruction & Coaching \$20,000 (Year 1 only)
227	Academic Student Assessment	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
230	General Administration	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
232	Executive Administration	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	Leadership Conference for the principal - \$5,000 (Per Year)
240	School Administration	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	<u>Pearson School Design Model Comprehensive Support & Services</u> (included in external lead partner pricing)
			Instructional Leadership Institutes and follow-up institutes
			Monthly regional meetings throughout the school year
			Monthly services throughout the year delivered directly the school
			District-level settings and services
			Ongoing evaluation of Learning Team implementation
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
250	Support Services Business	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
257	Internal Services	OTHER EXPENDITURES	
		SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
266	Operation and Maintenance	CAPITAL OUTLAY	
		OTHER EXPENDITURES	
		SALARIES	
		BENEFITS	
		PURCHASED SERVICES	
280	Central Support Services	SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
		SALARIES	
		BENEFITS	
281	Planning, Research, Development and Evaluation	PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
		SALARIES	
283	Staff/Personnel Services	BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
300	Community Services	SALARIES	
		OTHER EXPENDITURES	
		CAPITAL OUTLAY	
		SUPPLIES & MATERIALS	
		PURCHASED SERVICES	

School: Harper Woods High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
311	Community Services Direction	SALARIES	
		BENEFITS	
		PURCHASED SERVICES	City Year Program, (\$100,000 per year) embeds a team of 8-10 corps members full time in partner schools where they work to address the needs of at-risk students. Through this program, City Year supports student success by placing a team of near-peer role models in the school four days each week from before the first morning bell until after-school programs end, where they provide one-on-one and small-group tutoring, whole class support, mentoring, and educational enrichment during after school programs, or Learning Center. Corps members work with the same students for the entire school year, forming sustained positive relations.
		SUPPLIES & MATERIALS	
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
331	Community Activities	SALARIES	1.0 FTE Parent and Community Engagement Specialist. This position will coordinate volunteers to support student learning, monitor home/school connections, build community support, coordinate efforts to improve student attendance, monitor attendance and provide other attendance related functions: Initiate contact with parents of chronically absent, tardy or truant students; Initiate legal proceeding if necessary; Develop an incentive program to promote positive attendance; Work with staff to identify root causes of absences, tardies and truancies. \$30,000 per year x 3 years=90,000
		BENEFITS	
		PURCHASED SERVICES	
		SUPPLIES & MATERIALS	Community Engagement Outreach Newsletters/Banquets/Outreach Materials \$15,000 per year
		CAPITAL OUTLAY	
		OTHER EXPENDITURES	

Three-Year Total

\$3,978,682

TOTAL THREE YEAR EXPENDITURES
720,000
201,600
100,000
107,000

[illegible]

[illegible]

School: Harper Woods High School

TOTAL THREE YEAR EXPENDITURES	47,220
	13,221

TOTAL THREE YEAR EXPENDITURES	
	240,000
	67,200
	3,800
	52,500

[illegible]

[illegible]

TOTAL THREE YEAR EXPENDITURES
300,000
90,000
25,200
45,000